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ABSTRACT

Part 6 of a series of 13 instructor's manuals for the competency based training of curriculum consultants for exceptional children focuses on the development of curriculum. Three competencies are considered: (1) that a curriculum consultant should be knowledgeable of basic principles of curriculum development and instructional theory, (2) that a curriculum consultant should be capable of inferring curriculum design features from a review of curriculum project reports and/or curriculum project products, and (3) that a curriculum consultant should be capable of integrating information on sources of influence on curriculum development activities. Among materials included in the manual are lists of behavioral objectives for the module, enabling activities, and evaluation criteria for each of the competency components. Space is provided for the instructor to list resources and comments for the activities provided for each component. A conference record sheet is included for each of the three competencies. (PHR)

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Special Project
PROTOTYPE TRAINING PROGRAM FOR THE PREPARATION
OF CURRICULUM CONSULTANTS FOR EXCEPTIONAL CHILDREN

Instructor's Manual

for

Module 6.0 Developing / Curriculum

Competency 6.1 A curriculum consultant should be knowledgeable of basic principles of curriculum development and instructional theory.

March 1974

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Department of Health, Education, and Welfare

U. S. Office of Education
Bureau of Education for the Handicapped
Division of Training

EC123141

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Throughout the four year period encompassed by this Special Project, numerous colleagues and students contributed to the development of these training materials through their literature searches, field testing, writing activities, advisory capacity and consultation. Among these contributors are: Robert Forsyth, Herbert Goldstein, William Hedges, Richard Johnson, John Kidd, Richard Whelan, Cheri Howard, Marilyn Chandler, Karen Ford, Clifford Drew, Joseph Justen, Judy McCracken, William Sosnowsky, Larry Talkington, Judy Wilson, Daniel Kauffman, Victor Lombardo, Joon-Mahn Song, Joseph Stewart, Stanley Zucker, Blake Turner, Louis Schwartz, William Drummond, Novelle Dunathan, Austin Connolly, Bruce Mattson, and Mary Ellen Sudholt. Special thanks to Pearl N. Bert. Other contributors are acknowledged in the three Project Reports issued through the duration of the Project:

I. Interim Report: Competency Research Phase
II. Interim Report: Module Specification Phase
III. Interim Report: Dissemination Phase

INSTRUCTOR'S MANUAL

MODULE #6: Developing / Curriculum

MODULE ELEMENT SCOPE:

This module element is designed to provide you with background information on curriculum theory and development practices plus the skills necessary to independently extend your knowledge of the literature. The breadth of information available in this area necessitates that some selection procedure be employed to minimize the redundancy in the material you will be asked to read. There are certain risks whenever a sample of the literature is selected and presented as being representative or significant. The intent of this module element is to introduce you to current information as well as to classic writings on curriculum development. The activities are designed to also acquaint you with sources of information to increase your independence in extending your knowledge. Don't be restricted by the specific references cited. You are encouraged to read widely and to formulate your own view of the literature as a frame of reference for subsequent module elements. While you will be exposed to a variety of sources and references through this module element, throughout the module, you will be encountering activities which enhance your understanding of curriculum development.

MODULE ELEMENT SPECIFICATIONS:

Competency 6.1: A curriculum consultant should be knowledgeable of basic principles of curriculum development and instructional theory.

Competency Components:

6.1.1: To assist the trainee in developing and understanding of curriculum as applied to public school programming.

6.1.2: To assist the trainee in differentiating between applied practices and theories of instruction.

6.1.3: To assist the trainee in familiarizing himself with the literature on curriculum research.

6.1.4: To assist the trainee in familiarizing himself with curriculum theory and individuals currently engaged in theory development applicable to curriculum development.

6.1.5: To assist the trainee in relating principles of curriculum development and theories of instruction to a local school situation.

Conference Record

Trainee's Name _____

Phone _____

Address _____

Other Modules in Progress _____

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Date: _____ Reason: _____

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Conference Record (continued)

Date: _____ Reason: _____

Pre-Assessment Performance	Activity Performance	Post-Assessment Performance	BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT	Cross-Reference
			6.1.1.1 The trainee will be able to describe three different definitions of "curriculum" after having reviewed selected references.	
			6.1.1.2 The trainee will be able to formulate and justify a definition of "curriculum" which, at this stage in his professional development, is meaningful.	
			6.1.1.3 The trainee will be able to accurately interpret the definition of "curriculum" of another person obtained through an interview.	
			6.1.2.1 The trainee will be able to differentiate between a theory of learning and a theory of instruction.	
			6.1.2.2 The trainee will be able to describe a classroom practice which illustrates the application of an instructional theory.	
			6.1.2.3 The trainee will be able to develop a set of criteria which differentiates theory from practice.	
			6.1.3.1 The trainee will be able to identify and describe the major emphasis of five periodicals directly related to the area of curriculum.	
			6.1.3.2 The trainee will be able to synthesize the emphasis on curriculum development and/or research reflected in a single issue of a journal of the trainee's choice.	
			6.1.3.3 The trainee will be able to identify two centers and universities known for curriculum development and research and describe their current activities.	
			6.1.3.4 The trainee will be able to identify two professional organizations which periodically publish documents on curriculum development and/or curriculum research.	

Pre-Assessment Performance	Activity Performance	Post-Assessment Performance	BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT (Continued)	Cross-Reference
			6.1.3.5 The trainee will be able to identify books on curriculum development which are current and which are considered classics prior to 1940.	
			6.1.3.6 The trainee will be able to identify special educators who have contributed to the literature on curriculum development for exceptional children.	
			6.1.4.1 The trainee will be able to describe the views on curriculum theory of three individuals currently recognized in the field of curriculum development as major contributors to curriculum theory.	
			6.1.4.2 The trainee will be able to describe in detail one theory which he feels is most applicable to curriculum development for exceptional children.	
			6.1.4.3 The trainee will be able to summarize the current status of curriculum theory in terms meaningful to teachers.	
			6.1.4.4 The trainee will be able to describe in his own words a rationale for a theory on curriculum.	
			6.1.5.1 The trainee will be able to describe operational examples of curriculum development principles being applied at the local school level.	
			6.1.5.2 The trainee will be able to analyze a report on a local curriculum development project and identify the major curriculum development principles employed and whether or not the project was based on a particular instructional theory.	
			6.1.5.3 The trainee will be able to suggest curriculum development principles applicable to a particular local school situation.	

Pre-Assessment Performance	Activity Performance	Post-Assessment Performance	BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT (Continued)	Cross-Reference

Upon successfully demonstrating competence in a behavioral objective (through pre-assessment performance, enabling activity performance, or post-assessment performance), have a SECTraC staff member initial the appropriate box. When a behavioral objective is cross-referenced to other Module Elements, be sure to have it initialed there simultaneously.

Resource File

The following activities have resource files. Each file contains material essential to the activity. Articles and reference materials have not been placed in resource files. Reference materials may later be duplicated and put into resource files in order to make the modules more complete as instructional packages.

6.1.1.1.A

6.1.1.3.A

6.1.2.1.A

6.1.2.3.A

6.1.3.3.A

6.1.3.5.A

6.1.4.1.A

6.1.4.1.B

6.1.5.1.A

6.1.5.2.A

6.1.5.3.A

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

6.1.1: To assist the trainee in developing an understanding of curriculum as applied to public school programming.

Behavioral Objectives:

6.1.1.1: The trainee will be able to describe three different definitions of "curriculum" after having reviewed selected references.

6.1.1.2: The trainee will be able to formulate and justify a definition of "curriculum" which, at this stage in his professional development, is meaningful.

6.1.1.3: The trainee will be able to accurately interpret the definition of "curriculum" of another person obtained through an interview.

Competency Component: 6.1.1 To assist the trainee in developing an understanding of curriculum as applied to public school programming.

Behavioral Objective: 6.1.1.1 The trainee will be able to describe three different definitions of "curriculum" after having reviewed selected references.

Enabling Activities	*Resources*	*Comments*
6.1.1.1.A Definitions of curriculum vary. Some people define curriculum as all that happens in school; others tend to relate curriculum primarily to the course offered. Still others will define curriculum as a set of specified outcomes. As a curriculum consultant you will encounter persons who interpret the term "curriculum" to mean something different from your own conceptualization. To help orient you to the range of definitions appearing in the literature, seven references have been selected. (1) Read each selection and select three definitions which appear to be different from each other. (2) Indicate which definition is most acceptable to you. As you read the selected references, keep in mind that some writers in the field of curriculum development do not present their definition of curriculum in the form of a current statement. Instead you may have to infer from their descriptive material what constitutes	6.1.1.1.A Deterline, W. A. "A Curriculum Is a Set of Specifications of Which of the Following: A. Stimuli, B. Responses, C. Both A and B, D. Neither A nor B," from Curriculum Design In A Changing Society. (Burns and Brooks, eds.) Englewood Cliffs, N.J.: Educational Technology Publications, 1970. Oliver, A. I. "What is the Meaning of 'Curriculum'?" from Contemporary Thought on Public School Curriculum. (Short and Marconnit, eds.) Dubuque, Iowa: William C. Brown, 1968. pp. 3-9. Gwynn, J. M. and Chose, J. B. Curriculum Principles and Social Trends. London: Macmillan Co., 1969. pp. 214-217. Phenix, P. H. "Curriculum," from Contemporary Thought On Public School Curriculum. (Short and Marconnit, eds.) Dubuque, Iowa, 1968. pp. 9-13. Johnson, Mauritz, Jr. "Definitions and Models in Curriculum Theory," from Contemporary Thought on Public School Curriculum. (Short and Marconnit, eds.) Dubuque, Iowa: William C. Brown, 1968. pp. 42-50.	It might help to paraphrase the definitions of the selections prior to deciding on the three definitions which differ from each other.

Behavioral Objective *Continued:*

6.1.1.1.A (continued)

their definitions or perspectives of curriculum.

Ragen, W. B. Modern Elementary Curriculum. (Third ed.) New York: Holt, Rinehart, and Winston, 1966. pp. 4-5.

Burns, R. W. and Brooks, G. D. (eds.) Curriculum Design In A Changing Society. Englewood Cliffs, N. J.: Educational Technology Publications, 1970. pp. 133-138.

Competency Component: 6.1.1 To assist trainees in developing an understanding of curriculum as applied to public school programming.

Behavioral Objective: 6.1.1.1 The trainee will be able to describe three different definitions of "curriculum" after having reviewed selected references.

Activity No.	*Evaluation Criteria*
6.1.1.1.A	Each definition differs somewhat, however, there are many similarities. The three major elements of each definition are specified. The three authors which differ the most are identified with an asterisk. Should the trainee select a different combination ask him to clarify his selections. The suggested combination is not the only acceptable response but it is an easily defensible response. Deterline, William A. "A Curriculum is a Set of Specifications of Which of the Following: A. Stimuli, B. Responses, C. Both A and B, D. Neither A or B," from Burns, Changing Society. Educational Technology Publications, New Jersey, 1970, pp. 133-138. (a) Presents curriculum in two dimensions, e.g., stimuli and response aspects. (b) Stimuli refers to the content specification and response to the behavior of the learner in terms of what can be done with the content. (c) He talks in terms of outcomes as desired changes on the part of the learner. Oliver, Albert I., "What is the Meaning of 'Curriculum'?" Contemporary Thought on Public School Curriculum, by Edmund C. Short and George D. Marconnit, Wm. C. Brown, Co., Publishers, Dubuque, Iowa, 1968, pp. 3-9. Oliver presents an excellent review of the literature on definition of curriculum. In addition to determining the trainee's understanding of Oliver's definition you might ask him to elaborate on the content of this article. (a) Defines curriculum primarily as the educational program of the school.

Competency Component: 6.1.1 To assist the trainee in developing and understanding of curriculum as applied to public school programming.

Behavioral Objective: 6.1.1.1 The trainee will be able to describe three different definitions of "curriculum" after having reviewed selected references.

Activity No.	*Evaluation Criteria*
6.1.1.1.A (continued)	(b) Attention is given to the program of studies, activities, and guidance. (c) This is a global perspective of curriculum. Gwynn, J. M. and Chose, J. B. Curriculum Principles and Social Trends. The Macmillan Co., London 1969, pp. 214-217. (a) Relates program of studies to curriculum. (b) Refers to all school experience as being part of the curriculum. (c) Includes curricular and extracurricular activities in a definition of curriculum. Phenix, Philip H., "Curriculum," Contemporary Thought on Public School Curriculum, by Edmund C. Short and George D. Marconnit, Wm. C. Brown, Co., Publishers, Dubuque, Iowa, 1968, pp. 9-13. (a) Presents curriculum as being the organizational pattern of the school program. (b) Stresses what (content), how (method), and when (order). (c) Opposes the separation of content and instruction. Johnson, Mauritz, Jr., "Definitions and Models in Curriculum Theory," Contemporary Thought on Public School Curriculum, by Edmund C. Short and George D. Marconnit, Wm. C. Brown Co., Publishers, Dubuque, Iowa, 1968, pp. 42-50. Ragen, W. B. Modern Elementary Curriculum, 3rd Edition, Holt, Rinehart and Winston, New York, 1966, pp. 4-5. (a) All experience for children for which the school is responsible.

Competency Component: 6.1.1 To assist the trainee in developing and understanding of curriculum as applied to public school programming.

Behavioral Objective: 6.1.1.1 The trainee will be able to describe three different definitions of "curriculum" after having reviewed selected references.

Activity No.	*Evaluation Criteria*
6.1.1.1.A (continued)	(b) The results of programming. (c) Reflects the efforts of the community, state, and nation. Burns, R.W. and Brooks, G.D. (eds.) Curriculum design in a changing society. Englewood Cliffs, N.J.: Educational Technology Publications, 1970. Pp. 133-138. It should be noted that Johnson's view is much in contrast to the others. Also the SECTraC definition is closely related to Johnson's. Regardless of what publications the trainee selects Johnson should be among the three selected.

Competency Component: 6.1.1 To assist trainees in developing an understanding of curriculum as applied to public school programming.

Behavioral Objective: 6.1.1.2 The trainee will be able to formulate and justify a definition of "curriculum" which, at this stage in his professional development, is meaningful.

Enabling Activities	*Resources*	*Comments*
6.1.1.2.A Using the references from 6.1.1.1.A as a point of departure do additional reading on your own. Prepare an annotated bibliography containing two journal articles and two selections from two texts which discuss definitions of curriculum which you can support. 6.1.1.2.B Write a brief definition statement of what curriculum means to you. The statement should be sufficiently clear, so that it can be accurately interpreted by a reader without further clarification from you. This definition should represent your present thinking. As you become more knowledgeable of curriculum development and gain experience in constructing curriculum, you will likely alter your definition. After you have written the statement, analyze it from the perspectives of how you would defend it and what it implies to you as one	6.1.1.2.A Access to library references	While conducting your literature search, be alert for references which might be of use to you in subsequent module elements.

Behavioral Objective *Continued:*

6.1.1.2.B (continued)

who will eventually have responsibility for curriculum development and implementation.

Competency Component: 6.1.1 To assist trainees in developing an understanding of curriculum as applied to public school programming.

Behavioral Objective: 6.1.1.2 The trainee will be able to formulate and justify a definition of "curriculum" which, at this stage in his professional development, is meaningful.

Activity No.	*Evaluation Criteria*
6.1.1.2.A	The article should be selected from journals such as the following. If the trainee selects another journal which you approved after examination of the journal then add it to the list. Educational Technology Educational Leadership Review of Educational Research A. V. Communication Review Kappan NEA Journal Texts will vary, however, some of the following authors should be represented in their bibliography. Beauchamp Bellack Bruner Gagné Glaser Goodlad Herrick Johnson MacDonald McNeil Popham Ragen Smith Stratemyer Taba Trow Tyler Van Til

Competency Component: 6.1.1 To assist trainees in developing an understanding of curriculum as applied to public school programming.

Behavioral Objective: 6.1.1.2 The trainee will be able to formulate and justify a definition of "curriculum" which, at this stage in his professional development, is meaningful.

Activity No.	*Evaluation Criteria*
6.1.1.2.B	Apply the following criteria to the trainee's definition. Keep in mind that there is no correct response; however, if the definition meets the following criteria it should be reasonably comprehensive. (a) Does it differentiate curriculum from instruction? (b) Does it refer to what is to be included, e.g., all experience, academic only, extra curricular, etc.? (c) Does it convey to you a reasonable conceptualization of curriculum? (d) Does it allow for creativity in terms of meeting the changes which are occuring in society? (e) Does it restrict the teacher in her selection of methods?

Competency Component: 6.1.1 To assist the trainee in developing an understanding of curriculum as applied to public school programming.

Behavioral Objective: 6.1.1.3 The trainee will be able to accurately interpret the definition of "curriculum" of another person obtained through an interview.

Enabling Activities	*Resources*	*Comments*
6.1.1.3.A Many people participate in activities related to curriculum development and implement curriculum in their classrooms but never are faced with the task of defining what the term "curriculum" means. (1) Select a teacher or school administrator and obtain an opportunity to meet with them regarding curriculum activities in their district. (2) Conduct a brief interview of approximately 15 minutes. The purpose of your interview will <u>not</u> be to ask them to define curriculum for you; rather, you are to obtain information from them regarding the kinds of curriculum development activities which are operant in the district. From their responses, you are to infer their definitions of curriculum. See File 6.1.1.3.A for a suggested protocol of questions. You may add or delete questions but you cannot ask them to define or describe curriculum. Having completed the interview, return to your office or area of study and paraphrase	6.1.1.3.A School personnel subjects for interview. Cassette recorder (optional) Resource File 6.1.1.3.A	

6.1.1.3.A (continued)

what you feel are their definitions of curriculum. Having done this, write a brief note to the interviewee thanking him (her) for meeting with you and ask him to react to your interpretation of his (her) view of curriculum. Ask him to revise it if necessary and return it to you. A second interview can be substituted for the correspondence as long as the conditions are met.

6.1.1.3.B

If you find that your definition of curriculum as developed for 6.1.1.2.A differs substantially from that provided by the interviewee, review the literature in an attempt to identify two references which support the position of the interviewee. Having done this, a decision should be made on whether you should consider changing your definition. Write out a brief rationale for your decision.

Remember the objective is to accurately interpret another person's definition, not to change yours. However, the interview represents a source of input beyond the literature and one which you have not previously tapped in this module; consequently the experience may have an influence on your own thinking.

Competency Component: 6.1.1 To assist trainees in developing an understanding of curriculum as applied to public school programming.

Behavioral Objective: 6.1.1.3 The trainee will be able to accurately interpret the definition of "curriculum" of another person obtained through an interview.

Activity No.	*Evaluation Criteria*
6.1.1.3.A	Since the trainee is not required to record the interview it is difficult to evaluate the accuracy of his interpretation. Read the definition and ask him what the interviewee said which led him to infer specific aspects of the definition. The trainee must provide you evidence that the interviewee actually reviewed the trainee's version of his definition. A tape, revised written statement or a complete set of notes from the trainee regarding the interview will be acceptable.
6.1.1.3.B	If the trainee's definition formulated for 6.1.1.2.A was very general then it will not likely differ from the one proposed by the interviewer. You may want to review the trainee's definition and the definition inferred from the interview. Use your judgment in determining if a difference exists. Instead of pointing out the difference if it is missed by the trainee, formulate questions which will direct the trainee's attention to the difference. Instead of merely having the trainee document the difference, have him actually share with you the source materials which support the position of the interviewer.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

6.1.2: To assist the trainee in differentiating between applied practices and theories of instruction.

Behavioral Objectives:

6.1.2.1: The trainee will be able to differentiate between a theory of learning and a theory of instruction.

6.1.2.2: The trainee will be able to describe a classroom practice which illustrates the application of an instructional theory.

6.1.2.3: The trainee will be able to develop a set of criteria which differentiates theory from practice.

Competency Component: 6.1.2 To assist trainees in differentiating between applied practices and theories of instruction.

Behavioral Objective: 6.1.2.1 The trainee will be able to differentiate between a theory of learning and a theory of instruction.

Enabling Activities	*Resources*	*Comments*
6.1.2.1.A Teachers frequently are very critical of materials or suggestions which appear to be theoretical. This negative view probably relates to their failure to recognize the contributions that theories make to organizational instruction. College instructors, consultants, and contributors to the literature have influenced the attitudes of teachers toward theory by failing to present theory within the context of application. It should also be noted that most teachers have studied theories of learning and/or behavior and not theories of instruction. Unfortunately, theories of learning often are based on animal research which the teacher finds difficult to generalize to the learning behaviors of children. Five brief references have been selected to assist you in clarifying the difference between a theory of learning and a theory of instruction. Read each selection in the order presented and complete the following exercise.	6.1.2.1.A Hill, W. P. Learning: A Survey of Psychological Interpretations. San Francisco: Chandler Publishing Co., 1963. pp. 1-30. Lembo, John M. The Psychology of Effective Classroom Instruction. Columbus, Ohio: Charles E. Merrill Publishing Co., 1969, pp. 2-25. Bruner, J. S. Toward a Theory of Instruction. New York: W. W. Morton & Co., 1966. pp. 39-44. A.S.C.D. Theories of Instruction. Washington, C. C.: NEA, 1968. pp. 1-4; 16-32. Optional Reading: Biggs, M. L. Learning Theories for Teachers. New York: Harper & Row, 1969. pp. 1-17.	

Behavioral Objective Continued:

6.1.2.1.A (continued)

Hill:

(1) How does she define theory?

(2) Describe the three functions of a theory as presented by the author.

Lembo:

(1) Does the author consider learning theories as instructional models? If not, why not?

(2) Lembo discusses models by Gagné, Bruner, Glaser, and others. For the above three find an additional reference which discusses the respective models.

(3) Be able to verbally interpret Lembo's model presentation on page 25 in Figure 2.

A.S.C.D.:

(1) Read Chapters 1, 3, and 4.

(2) How does the A.S.C.D. document differentiate between a theory of instruction and a theory of learning?

(3) What distinction is made between theory and models?

(4) Be prepared to discuss the meaning of the 10 criteria offered for assessing the properties of theories of instruction.

6.1.2.1.A (continued)

Bruner:

(1) Lembo quoted from Bruner; however, it might be helpful for you to read the quote from its original context. In doing so, pay close attention to Bruner's comments on the prescriptive and notative characteristics of a theory. Be perpared to describe the two characteristics.

6.1.2.1.B

List three theories of learning by authors and three theories of instruction, then select one from each list and discuss why one is a theory of instruction and the other is a theory of learning.

Competency Component: 6.1.2 To assist trainees in differentiating between applied practices and theories of instruction.

Behavioral Objective: 6.1.2.1 The trainee will be able to differentiate between a theory of learning and a theory of instruction.

Activity No.	*Evaluation Criteria*
6.1.2.1.A	The following should be used as a guide. However, you personally should read the sources so that you can exercise good judgment in determining if responses which vary from the following are acceptable. The following criteria were derived from piloting this activity with students. These criteria represent an edited version of a student's acceptable response. Hill: 1. A theory is a systematic interpretation of established scientific laws so that the laws can be deduced from the theory. 2. Theories serve as guides for research and as stimuli to scientific thought. They attempt to summarize a large body of knowledge into a small space. Learning theories "attempt to explain what learning is and why it works as it does." Lembo: 1. He deals with instructional models as practical plans for producing optimum learning situations. He also views them as predictions and description. 2. Klausmeier, Herbert, Ripple, Richard, Learning and Human Abilities 3rd ed., Harper & Row, 1969, pp. 182-183. Stolurow. Mussen, Conger, & Kagan, Child Development and Personality, 3rd ed., Harper & Row, 1969, pp. 132-133. Gagné. Olson, Willard, Child Development, 2nd ed., D. C. Heath & Co., 1959, pp. 402-407. Runkel. 3. Teachers must always keep in mind the effect of the learner's capabilities, interests, and age in

Competency Component: 6.1.2 To assist trainees in differentiate between a applied practices and theories of instruction.

Behavioral Objective: 6.1.2.1 The trainee will be able to differentiate between a theory of learning and a theory of instruction.

Activity No.	*Evaluation Criteria*
6.1.2.1.A (continued)	choosing objectives, methods, and maximum motivation. An adequate instructional model must have four functions: 1) diagnostic--determine the student's current level of instruction. 2) prescriptive--choose suitable objectives in proper sequence and the best methods for attaining them. 3) normative--establish general criteria for when goals have been reached and ways to check for achievement during the program to allow for necessary restructuring. 4) hypothesis formulating and testing--to be done on each element of above in order to improve the learning situation.

ASCD:

1. No.

2. A theory of learning is based on observations of people and attempts to explain what was observed. A theory of instruction tries to predict how changes in the learning situation will affect learning.

3. Formal Properties of Theories of Instruction:

   1) must include a set of postulates and definition of terms--all ideas about maximizing the learning situation.
   2) statement must be limited and definite enough to be useful--specify children's backgrounds and age, materials, and how to use them.
   3) internal consistency--the theories behind postulates should not contradict each other.
   4) match with research data--a reader should be able to find research to support generalizations in postulates.
   5) can generate new hypothesis--conditions stated in such a way as to allow for changes to be measured for new research.

Competency Component: 6.1.2 To assist trainees in differentiating between applied practices and theories of instruction.

Behavioral Objective: 6.1.2.1 The trainee will be able to differentiate between a theory of learning and a theory of instruction.

Activity No.	*Evaluation Criteria*
6.1.2.1.A (continued)	6) has generalizations that go beyond the data--can connect several pieces of research to achieve predictive power. 7) must be verifiable--results can be measured. 8) it is possible to collect data to disprove it--don't use circular reasoning. 9) can explain the past and predict the future. 10) theories represent qualitative synthesis--elements in the theory cannot be precisely measured, but are close enough for the purpose. Bruner: 1. A theory is normative in that it sets up general criteria and states conditions for meeting them. It is prescriptive in that it finds the most efficient method of teaching which includes a way to test and criticize that method. Theories of learning: 1. Dollard & Miller--concept drive (stimulus-response) 2. Hull--habit-family hierarchy 3. Harlow--concepts of attachment Theories of Instruction: 1. Gagné's behavior categories 2. Stolurow's programmed instruction model 3. Runkel's student-teacher interaction model

Competency Component: 6.1.2 To assist trainees in differentiating between applied practices and theories of instruction.

Behavioral Objective: 6.1.2.1 The trainee will be able to differentiate between a theory of learning and a theory of instruction.

Activity No.	*Evaluation Criteria*
6.1.2.1.A (continued)	Harlow developed his theories of social learning through experiments with young monkeys deprived of normal mothers. His theories have been applied to human behavior to explain actions researchers observe. They are not predictive of any particular situation. Runkel's model deals with the learning situation and how to improve it. It is descriptive of how learning has occurred before as well as predictive about how learning will occur in other classrooms. It contains manipulative ingredients which can be changed to produce different learning conditions which effect can be measured.

Competency Component: 6.1.2 To assist trainees in differentiating between applied practices and theories of instruction.

Behavioral Objective: 6.1.2.1 The trainee will be able to differentiate between a theory of learning and a theory of instruction

Activity No.	*Evaluation Criteria*
6.1.2.1.B	In the event that a trainee does not select theorists from the following lists you will need to personally determine whether the theory relates to learning or instruction.

Learning Theory	Instructional Theory (model)
Skinner	Bruner
Guthrie	Lembo
Miller	Runkel
Dollard	Stolurow
Watson	Glaser
Hull	Gagné
Lewin	
Tolman	
Spence	
Thorndike	

The trainee should be sufficiently knowledgeable of the theories selected to describe the major features of each. The primary concern in this activity is that they be able to differentiate between learning and instructional theory. Keep in mind that learning theory focuses on laws and principles related to the acquisition of knowledge and skills on the part of the learner. The emphasis is on the process and elements of the learning environment.

Competency Component: 6.1.2 To assist the trainees in differentiating between applied practices and theories of instruction.

Behavioral Objective: 6.1.2.2 The trainee will be able to describe a classroom practice which illustrates the application of an instructional theory.

Enabling Activities	*Resources*	*Comments*
6.1.2.2.A Many instructional practices are routinely employed by teachers without knowledge of the instructional theory from which the practices evolved. List three instructional practices which you are familiar with that are related to an instructional theory. Keep in mind that in many cases an instructional practice became established as a result of experimentation with different approaches to a problem rather than from an attempt to implement a theory. Also, some practices are eclectic in their theoretical bases. For those reasons you may find it difficult relating some well established practices to a particular theory. 6.1.2.2.B Identify one reference for each of the following instructional practices which offer some discussion on the theory related to the practice.	6.1.2.2.A Library	

Behavioral Objective Continued:

6.1.2.2.B (continued)

(1) Learning by discovery

(2) Programmed instruction

(3) Activity-centered instruction for young children

(4) Reduction of stimuli when teaching brain-damaged children

Competency Component: 6.1.2 To assist trainees in differentiating between applied practices and theories of instruction.

Behavioral Objective: 6.1.2.2 The trainee will be able to describe a classroom practice which illustrates the application of an instructional theory.

Activity No.	*Evaluation Criteria*
6.1.2.2.A	Following is a brief list of practices which are representative of those sought in this activity. With these as a frame of reference you should be able to determine the appropriateness of those suggested by the trainee. (a) stating instructional objectives (b) providing immediate feedback to students (c) allowing students to participate in decision making (d) individualizing instruction (e) using criterion measures

Competency Component: 6.1.2 To assist trainees in differentiating between applied practices and theories of instruction.

Behavioral Objective: 6.1.2.2 The trainee will be able to describe a classroom practice which illustrates the application of an instructional theory.

Activity No.	*Evaluation Criteria*
6.1.2.2.B	Because of the variety of references available on the four topics listed you should have the trainee show you the actual reference. Check to be sure that the reference is not one which merely presents a vague description of theory and no reference to practice. Be sure to record their reference so that they can be added to a resource file for future reference on this activity.

Competency Component: 6.1.2 To assist the trainees in differentiating between applied practices and theories of instruction.

Behavioral Objective: 6.1.2.3 The trainee will be able to develop a set of criteria which differentiates theory from practice.

Enabling Activities	*Resources*	*Comments*
6.1.2.3.A This objective calls for you to be able to differentiate between instructional theory and actual practice. While you might question the value of this activity since the elements of theory should eventually become practice if they are valid, many teachers act as if all of their teaching practices are sound and backed by theory. Review the tape and slide presentation included in Resource File 6.1.2.3.A and complete all exercises in the film. The filmstrip provides for self-evaluation of your performance on the questions.	6.1.2.3.A Resource File 6.1.2.3.A	

Competency Component: 6.1.2 To assist trainees in differentiating between applied practices and theories of instruction.

Behavioral Objective: 6.1.2.3 The trainee will be able to develop a set of criteria which differentiate theory from practice.

Activity No.	*Evaluation Criteria*
6.1.2.3.A	See Resource File 6.1.2.3.A The key to the exercise in Behavioral Objectives and Instruction, by Kibler, Barker, and Miles, Allyn and Bacon, 1970, appears on pages 11, 12, 16, 17, 18, and 19. These exercises allow the trainee to correct their own responses. Following is the list of statements presented in the slide presentation. (6.1.2.3.A entitled Instructional Theory and Practice). The examples should be applicable in nature and pertain to instruction. (22) Retention is higher when studying is spaced over a period of time. Present practice worksheet on computational problems periodically during the week and allow for study periods each day. Have exam at end of each week. (23) If you learn A and then learn B, the learning of A interferes with recall of B. Spelling words which are similar can be confusing when presented together. (24) A state of tension resulting from unsatisfaction results in motivation. Present to the child a situation which he cannot solve and create a need for his solving this problem. This increases motivation. (25) Behavior is goal directed. Any activity in which there is a set goal. Work assignments with definite classes would be an example. (26) When a learner is reinforced for a particular behavior the chances are increased that the behavior will be repeated. Social reinforcement in the form of a verbal comment for a particular behavior or credit for performing a task correctly, or a tangible reward. (27) Transfer is the basis of efficiency in learning. Learning to make change in an arithmetic lesson then applying it to a variety of actual real life situations.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

6.1.3: To assist the trainee in familiarizing himself with the literature on curriculum development and curriculum research.

Behavioral Objectives:

6.1.3.1: The trainee will be able to identify and describe the major emphasis of five periodicals directly related to the area of curriculum.

6.1.3.2: The trainee will be able to synthesize the emphasis on curriculum development and/or research reflected in a single issue of a journal of the trainee's choice.

6.1.3.3: The trainee will be able to identify two centers and universities known for curriculum development and research and describe their current activities.

6.1.3.4: The trainee will be able to identify two professional organizations which periodically publish documents on curriculum development and/or curriculum research.

6.1.3.5: The trainee will be able to identify books on curriculum development which are current and which are considered classics prior to 1940.

6.1.3.6: The trainee will be able to identify special educators who have contributed to the literature on curriculum development for exceptional children.

Competency Component: 6.1.3 To assist trainees in becoming knowledgeable of the sources of literature on curriculum development and curriculum research.

Behavioral Objective: 6.1.3.1 The trainee will be able to identify and describe the major emphasis of five periodicals directly related to the area of curriculum.

Enabling Activities	*Resources*	*Comments*
6.1.3.1.A The area of curriculum development is one of those areas which is somewhat generic in that it applies to most disciplines. In other words, you encounter literature on curriculum development in the fields of medicine, science, agriculture, engineering, education, etc. However, curriculum development within education is becoming somewhat of a discipline in itself. There is a body of literature dealing specifically with the process of curriculum development. Review Volume XI, No. 2, December, 1971, of Educational Technology. If you prefer a different journal article as a base for this activity, select one and have it approved by your instructor. The only criteria is that it apply generally to education, not specifically to special education. Identify three articles which focus on some aspect of curriculum development. Review the bibliographies of these selections and use the bibliography entries as a point of departure in	Access to Volume XI, No. 2, December, 1971, issue of Educational Technology. Access to library.	As you complete the activities in this component keep in mind that it is essential to your performance throughout this module to become familiar with the literature. Thus, if you feel the need for additional sources of literature search experiences after completing this component, see your instructor or fellow trainees for additional suggestions.

Behavioral Objective *Continued:*

6.1.3.1.A (continued)

selecting five journals which routinely publish articles dealing with curriculum development. Don't restrict yourself only to the entries appearing in the bibliographies of the three articles selected in the issue of Educational Technology. For each journal selected develop a summary containing the following information.

(1) Name of journal

(2) Publisher and address

(3) Purpose of journal

(4) Review process for accepting manuscripts

(5) Costs per subscription

(6) Your general reaction to the journal

(7) The call number in the library

Competency Component: 6.1.3 To acquaint trainees with sources of literature on curriculum development and curriculum research.

Behavioral Objective: 6.1.3.1 The trainee will be able to identify and describe the major emphasis of five periodicals directly related to the area of curriculum.

Activity No.	*Evaluation Criteria*
6.1.3.1.A	Two of the three acticles selected from Educational Technology, Volume XI, No. 12, December, 1971, should be from the following list: "Toward a Curriculum--Building Technology in Simulation and Gaming" by Herbert K. Heger, page 3. "Expanding the Stake Model to Increase Information Yield About New Educational Products" by Gary D. Borich, page 21. "Curricular Change: A Paradigm for Analyzing the Parameters of Curricular Reform" by Peter H. Martorella, page 23. "Evaluation: A Semantic Dilemma" by Don L. Morgan, page 46. "A Method for Validating Sequential Instructional Hierarchies" by Peter W. Airasian, page 54. "Continuous Progress Curriculum: A Generic Model" by Wilber Hawkins, page 57. The five journals they document should include the following information: (1) Name of journal (2) Publisher and address (3) Purpose of journal (4) Review procedures for accepting manuscripts (5) Cost of subscription (6) Their general reaction to journal (7) Call number in library If the trainee selected an optional journal, it will be necessary for you to review the issue offered and select your own criteria.

Competency Component: 6.1.3 To assist trainees in becoming knowledgeable of the sources of literature on curriculum development and curriculum research.

Behavioral Objective: 6.1.3.2 The trainee will be able to synthesize the emphasis on curriculum development and/or research reflected in a single issue of a journal of the trainee's choice.

Enabling Activities	*Resources*	*Comments*
6.1.3.2.A Many journals attempt to organize their publishing patterns so as to present to their readers several articles on a topic within a single issue. Select a journal issue which illustrates this practice in the area of curriculum development or research. Prepare a brief paper identifying the issue and the article. Describe the trend and comment on the manner in which the articles were correlated. Indicate the degree to which the articles related to the trend of the issue. Try to select an issue which focuses on a copic with which you are familiar. Unless you are knowledgeable about the subject matter, it will be difficult for you to determine the internal consistency among the articles.		Select a well recognized journal. Also keep in mind that the journal may not identify the theme of the issue. An example of an issue which was organized around a theme is Volume L, Mc. 7, March, 1969, c the Kappan. Include a copy of the journal with your paper when reporting to your instructor.

Competency Component: 6.1.3 To acquaint trainees with sources of literature on curriculum development and curriculum research.

Behavioral Objective: 6.1.3.2 The trainee will be able to synthesize the emphasis on curriculum development and/or research reflected in a single issue of a journal of the trainee's choice.

Activity No.	*Evaluation Criteria*
6.1.3.2.A	Since the trainee is not restricted as to the journal to be selected you will need to examine the issue and use your perception of the trend reflected in the issue in determining if the trainee's paper is sufficiently accurate. Pay particular attention to their rationale for selecting articles which reflect a trend. This activity allows you to check on their understanding of "curriculum."

Competency Component: 6.1.3 To assist trainees in becoming knowledgeable of the sources of literature on curriculum development and curriculum research.

Behavioral Objective: 6.1.3.3 The trainee will be able to identify two centers and universities known for curriculum development and/or curriculum research and describe their current activities.

Enabling Activities	*Resources*	*Comments*
6.1.3.3.A The increased availability of federal funds for education during recent years has resulted in the establishment of several facilities which focus on curriculum development or curriculum related research. At the same time individucals within universities have become the recipients of financial support to carry out curriculum development activities. Resource File 6.1.3.3.A contains a list of centers and universities which are engaged in extensive work in the area of curriculum development. The list is divided into special and general education resources. Acquaint yourself with the location and title of each, then select three from special education and three from general education. Develop a file on each containing the name and address of the facility, purpose, and sample of products in the form of reports, pamphlets, etc., produced by the facility. This will probably require you to contact the resource directly requesting the information.	6.1.3.3.A Resource File 6.1.3.3.A File of resources by title and contact persons.	Since the regional laboratories, IMCs, and E & D centers are contingent upon federal funding, you may find that some have changed in scope or have been eliminated due to fluctuation of funding.

Competency Component: 6.1.3 To acquaint trainees with sources of literature on curriculum development and curriculum research.

Behavioral Objective: 6.1.3.3 The trainee will be able to identify five institutes, centers, or universities known for curriculum development and research and describe their current activities.

Activity No.	*Evaluation Criteria*
6.1.3.3.A	Criteria will include addresses for the facilities listed in Resource File 6.1.3.3.A which is not complete.

Competency Component: 6.1.3 To acquaint trainees with sources of literature on curriculum development and curricular research.

Behavioral Objective: 6.1.3.4 The trainee will be able to identify two professional organizations which periodically publish documents on curriculum development and/or curriculum research.

Enabling Activities	*Resources*	*Comments*
6.1.3.4.A There are several professional organizations which publish materials on curriculum development. Most of these organizations are within the scope of general education, although special educators are eligible for membership. Although the Council for Exceptional Children, the National Association for Retarded Children, the American Speech and Hearing Association, plus several other organizations concerned with the education of exceptional children occasionally publish documents on curriculum development, such products are infrequent. For this activity you are to conduct a search to determine what organizations routinely publish documents on curriculum development or closely related topics. You can use the library or inquire from persons such as professors in school administration, building principals, superintendents, etc. List three organizations and then select two and obtain the following information:		

Behavioral Objective Continued:

6.1.3.4.A (continued)

(1) Current name of organization

(2) Address

(3) Eligibility for membership

(4) Cost of membership

(5) Listing of current publications

At some point in your role as a curriculum consultant, it will probably become necessary for you to affiliate with a professional organization which is more curriculum-oriented than exceptional child-oriented. Therefore, in addition to meeting the obligation of this activity, this assignment should stimulate you to begin considering your future professional affiliation should you become employed as a curriculum consultant for exceptional children. This does not imply joining an organization for the sake of identification is being promoted. However, to circumscribe your professional organization type instruction to special education organization might restrain your professional growth if your career goals are curriculum development. Also, keep in mind that many organizations have institutional memberships which can be subscribed to by school districts.

Competency Component: 6.1.3 To acquaint trainees with sources of literature on curriculum development and curriculum research.

Behavioral Objective: 6.1.3.4 The trainee will be able to identify two professional organizations which periodically publish documents on curriculum development and/or curriculum research.

Activity No.	*Evaluation Criteria*
6.1.3.4.A	At least one of the following two organizations should be included in the trainee's list. 1. Name: Association for Supervision and Curriculum Development Address: 1201 Sixteenth Street, N.W., Washington, D. C. 20036 Membership: Open to individuals involved in curriculum development and to organizations Cost: Current Publications: See attached list. Note--list will vary. 2. Name: American Educational Research Association Address: 1201 Sixteenth Street, N.W., Washington, D. C. 20036 Membership: Must be recommended by a member but can subscribe to materials as an individual or as an organization. Cost: Membership Current Publications: See attached list. Add to this list those suggested by the trainee which you feel are relevant.

Competency Component: 6.1.3 To acquaint trainees with sources of literature on curriculum development and curricular research.

Behavioral Objective: 6.1.3.5 The trainee will be able to identify books on curriculum development which are current and which are considered classics prior to 1940.

Enabling Activities	*Resources*	*Comments*
6.1.3.5.A A number of trends have occurred during recent years in the area of curriculum development. While journals are more sensitive to trends due to their briefer turn around time in publication, books serve a more sustaining role in clarifying trends and in establishing them as practice. Resource File 6.1.3.5.A contains a list of authors. Use the library to identify one book published by each author. At least two of the authors have published books on curriculum development periodically since the 1940's. Identify the authors and list one book for each which was published prior to 1940, 1940-1960, and since 1960.	6.1.3.5.A Resource File 6.1.3.5.A.	

Competency Component: 6.1.3 To acquaint trainees with sources of literature on curriculum development and curriculum research.

Behavioral Objective: 6.1.3.5 The trainee will be able to identify books on curriculum development which are current and which are considered classics prior to 1940.

Activity No.	*Evaluation Criteria*
6.1.3.5.A	Some of the authors have published in areas other than curriculum, thus, be sure that the book selected for each author is in the area of curriculum. The asterisks identify authors publishing since the 1940's. Beachamp, George A. Bellack, Arno A. Davis, O. L. Foshay, A. W. Gagné, R. M. Glasser, R. Goodlad, John Gross, Neal Gwynn, J. M. *Havighurst, Robert J. Herrick, Theral T. Johnson, Mauritz Krathwohl, David R. MacDonald, James B. Marconnit, George B. Phenix, Phillip Ragen, W. B. Short, Edmund C. *Smith, B. O. *Stratemeyer, Florence B. Taba, Hilda Tannenbaum, H. E. *Tyler, R. W. Unruh, G. G. VanTil, William *Authors publishing since the 1940's

Competency Component: 6.1.3 To acquaint trainees with sources of literature on curriculum development and curricular research.

Behavioral Objective: 6.1.3.6 The trainee will be able to identify special educators who have contributed to the literature on curriculum development for exceptional children.

Enabling Activities	*Resources*	*Comments*
6.1.3.6.A Interest in curriculum development has increased considerably among special educators in recent years. Partly this is due to the general trend toward placing emphasis on structional models and the development of special materials. However, the tendency for the Bureau for the Education of the Handicapped in the USOE to invest in curriculum development activities has also allowed for more people to become involved. Prepare a list of ten people who currently or during the past 10 years have contributed to the literature on curriculum development for exceptional children through the publication of books, articles, guides, materials, etc. Include authors from at least three areas of exceptional children. Curriculum development should be interpreted in reference to the development of input for instruction. If necessary refer to activity 6.1.1.2.A for reference.		Be careful not to confine teachin techniques with curriculum. At the same time, many techniques involving curriculum discussion on content and outcome thus would fall under curriculum for purpose: of this activity.

Competency Component: 6.1.3 To acquaint trainees with sources of literature on curriculum development and curriculum research.

Behavioral Objective: 6.1.3.6 The trainee will be able to identify special educators who have contributed to the literature on curriculum development for exceptional children.

Activity No.	*Evaluation Criteria*
6.1.3.6.A	The following lists are by no means all inclusive. If in doubt about a particular author, have the trainee show the particular reference to you. As trainees identify authors, add them to this criteria list.

Mental Retardation

Jack Cawley
Herbert Goldstein
Warren Heiss
George Mischio
Marguerite Thorsell
Julie Mulloy
Olver Kolstoe
Bob Smith
Edward L. Meyen

Emotional Disturbance

Frank Hewett
Bruno Bettleheim
Norris Haring
E. Laken Phillips
Fritz Redl
Herbert Quay
Frances Connor
W. M. Cruickshank
N. C. Kephart
Beatrice Wright
E. Denhoff

Learning Disabilities

Marianne Frostig
Barbara Bateman
Elizabeth Friedus
Roy Barsh
Minskoff
Kephart
Lawrence Peters
Sam Kirk
James McCarthy

Auditory Handicapped

Audrey Simmons
E. Fitzgerald
Mildred Groht
Helen Woodward
Alice Strend
Bessie Pugh
Myklebust

Visually Handicapped

Winifred Hathaway
J. W. Jones
Georgie L. Abel
Fredericka Bertram
Sam C. Ashcroft
Geraldine Scholl

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

6.1.4: To assist the trainee in familiarizing himself with curriculum theory and individuals currently engaged in theory development applicable to curriculum development.

Behavioral Objectives:

6.1.4.1: The trainee will be able to describe the views on curriculum theory of three individuals currently recognized in the field of curriculum development as major contributors to curriculum theory.

6.1.4.2: The trainee will be able to describe in detail one theory which he feels is most applicable to curriculum development for exceptional children.

6.1.4.3: The trainee will be able to summarize the current status of curriculum theory in terms meaningful to teachers.

6.1.4.4: The trainee will be able to describe in his own words a rationale for a theory on curriculum.

Competency Component: 6.1.4 To assist trainees in becoming familiar with curricular theory and individuals currently engaged in theory development applicable to curriculum development.

Behavioral Objective: 6.1.4.1 The trainee will be able to describe the views on curriculum theory of three individuals currently recognized in the field of curriculum development as major contributors to curriculum theory.

Enabling Activities	*Resources*	*Comments*
6.1.4.1.A The activities for competency component 6.1.2 required you to review references on learning and instructional theories. Theory also plays a role in the process of curriculum development. We establish practices based on theory or principles. As is true in the areas of learning and instruction, several theorists have their own views on the theoretical considerations in curriculum development. Although there are aspects of each theory which are somewhat unique, for the most part each theory has many elements which are in common with others. Some people question whether we truly have well developed theories on curriculum development. Others take the position that the current status of curriculum development suggests that there are no unifying principles or theory. Broudy in the reference identified under "Resources" candidly presents his views on this subject.	6.1.4.1.A Resource File 6.1.4.1.A Broudy, H. S. "Needed: A Unifying Theory of Education," Curriculum Change: Directions and Process. Washington, D.C.: ASCD, 1966. pp. 15-26.	

Behavioral Objective *Continued:*

6.1.4.1.A (continued)

(1) Read the selection and briefly summarize the point he is making.

(2) List the set of criteria for a theory which he offers.

6.1.4.1.B

Resource File 6.1.4.1.B contains the list of references by individuals who have written on curriculum theory. Select two, plus one not on the list, and review their work to determine their particular views on curriculum theory. Write a brief description of the theory proposed for your three choices.

6.1.4.1.B

Resource File 6.1.4.1.B

Competency Component: 6.1.4 To assist trainees in becoming familiar with curricular theory and individuals currently engaged in theory development applicable to curriculum development.

Behavioral Objective: 6.1.4.1 The trainee will be able to describe the views on curriculum theory of three individuals currently recognized in the field of curriculum development as major contributors to curriculum theory.

Activity No.	*Evaluation Criteria*
6.1.4.1.A	Broudy analyzes the old and new establishment in terms of educational innovations. He makes the point that the new establishment tends to look toward the subject matter specialists for expertise in curriculum ignoring the old establishment which concerned itself with the total educational program. He feels that one of the problems with the old establishment has been a lack of an educational theory and a force of professional teachers. Criteria for a unified theory. a) The present and projected kinds of knowledge and personality traits required for citizenship, vocation, and self-development. b) A unified theory of education must be clear about the uses of schooling. He has tried to explicate the differences among these uses elsewhere. With the explosion of knowledge, mixing up the uses can lead to costly errors in curriculum and teaching strategy. c) A unified theory must be judicious about the latest developments in learning theory and teaching technology. For example, the whole operation of a school system can be shaped by the distinction one draws between what can be done by electronics and what must be done by people. How is one to decide among the dozen or so different teaching strategies one reads about? d) A unified theory has to provide for general and specific education, for differences in ability and bent.

Competency Component: 6.1.4 To assist trainees in becoming familiar with curricular theory and individuals currently engaged in theory development applicable to curriculum development.

Behavioral Objective: 6.1.4.1 The trainee will be able to describe the views on curriculum theory of three individuals currently recognized in the field of curriculum development as major contributors to curriculum theory.

Activity No.	*Evaluation Criteria*
6.1.4.1.B	Following is the list of theorists and references provided the trainee. You may want to read the references yourself. After the trainee has prepared his response you may want to hold a seminar session involving other trainees who are also working on this activity. The advantage of this would be that you will have a chance to illustrate the differing views formed by people who read similar theories. In reality the views of the theories listed are somewhat similar.

Elliott, David L., and Foshay, Arthur W., "Chart or Charter: Recent Developments in Educational Discourse," Review of Educational Research, June, 1963, Vol. XXXIII, No. 3, pp. 233-244.

Macdonald, James B., "The Nature of Instruction: Needed Theory and Research," Curricular Concerns in a Revolutionary Era, edited by Robert R. Leeper, 1971, pp. 105-107.

Beachamp, George A., Curriculum Theory, Wilmette, Illinois: Kagg Press, 1961.

Tyler, Ralph W., "Specific Contributions of Research to Education," Theory into Practice, 1: 75-80; April, 1962.

Gwynn, J. Minor, and Chase, John B. Jr., "The Self-Image: The Milieu of Curriculum Theory," Curriculum Principles and Social Trends, 4th edition, The Macmillan Company, 1969. pp. 558-573.

Competency Component: 6.1.4 To assist trainees in becoming familiar with curricular theory and individuals currently engaged in theory development applicable to curriculum development.

Behavioral Objective: 6.1.4.2 The trainee will be able to describe in detail one theory which he feels is most applicable to curriculum development for exceptional children.

Enabling Activities	*Resources*	*Comments*
6.1.4.2.A A theory of curriculum should accommodate the development of curriculum for all students including exceptional children. However, in practice we often find that children whose learning characteristics vary substantially are not considered in curriculum development or revision activities unless a separate program is designed for them. Whether this is a weakness in the principles applied or errors in interpretation of theory and principles is debatable. Select a theory which you feel best accommodates the needs of exceptional children in the curriculum development process. Describe how this accomodation would take place. Keep in mind the following regarding exceptional children: (1) Most exceptional children are educated through regular classes. (2) Exceptional children vary in the degree of their learning problems.		You will not likely find direct reference made to exceptional children in the description of any theory. You will need to infer whether their needs could be accommodated.

Behavioral Objective *Continued:*

6.1.4.2.A (continued)

(3) The majority of the teaching techniques employed in teaching exceptional children are the same applied to "normal" children.

Competency Component: 6.1.4 To assist trainees in becoming familiar with curricular theory and individuals currently engaged in theory development applicable to curriculum development.

Behavioral Objective: 6.1.4.2 The trainee will be able to describe in detail one theory which he feels is most applicable to curriculum development for exceptional children.

Activity No.	*Evaluation Criteria*
6.1.4.2.A	This activity requires that the trainee demonstrate the ability to comprehend the description of a theory and infer the implications for exceptional children. Pay close attention to the implications the trainee cites. Remember that the concern is for all types of exceptional children, not just the mentally retarded, blind, emotionally disturbed, etc. In essence they are being asked to analyze a theory relative to how it accommodates the learning of those who deviate from a "normal" pattern of development. They may select a model such as those by Gagné or Osgood. While these are theoretical they are not necessarily theories of learning in the sense of Skinner's, Hull's, etc. Those, however, will be acceptable for this activity.

Competency Component: 6.1.4 To assist trainees in becoming familiar with curricular theory and individuals currently engaged in theory development applicable to curriculum development.

Behavioral Objective: 6.1.4.3 The trainee will be able to summarize the current status of curriculum theory in terms meaningful to teachers.

Enabling Activities	*Resources*	*Comments*
6.1.4.3.A As previously stressed, teachers are not likely to be familiar with theory relative to curriculum development nor enthusiastic about becoming knowledgeable in this area. This is not a criticism of them, since their role is primarily to implement the curriculum through their instructional program. However, at times they will participate in curriculum development. Under such circumstances an orientation to curriculum theory would be helpful. Assume that you are serving as a consultant to a group of teachers who are engaged in a curriculum development project. During the orientation session a teacher raises the following question: Question: What should we keep in mind about curriculum theory as we work on this curriculum project? Prepare a five minute presentation on cassette tape which represents your response to the above question.	6.1.4.3.A Cassette tape recorder Cassette tapes	

Competency Component: 6.1.4 To assist trainees in becoming familiar with curricular theory and individuals currently engaged in theory development applicable to curriculum development.

Behavioral Objective: 6.1.4.3 The trainee will be able to summarize the current status of curriculum theory in terms meaningful to teachers.

Activity No.	*Evaluation Criteria*
6.1.4.3.A	Their five minute presentation should be judged according to the following guidelines. (1) Appropriateness of language to the group. (2) An attempt to place theory in the context of explaining rather than a "how to do it" manual which might be used as a guide in developing curriculum. (3) References should be made to one theorist as an example. (4) Examples should be given. (5) Importance should be place on theory as a frame of reference, important to the teacher as he participates in curriculum development.

Competency Component: 6.1.4 To assist trainees in becoming familiar with curricular theory and individuals currently engaged in theory development applicable to curriculum development.

Behavioral Objective: 6.1.4.4 The trainee will be able to describe in his own words a rationale for a theory on curriculum.

Enabling Activities	*Resources*	*Comments*
6.1.4.4.A Thus far in this competency component you have reviewed the writings of others on curriculum theory. While it is important to be familiar with theory, the importance greatly depends on your perceptions of how relevant theory is to curriculum development. Prepare in your own words a rationale for a theory of curriculum development. It should be noted that for purposes of this assignment, you are operating from the position of one who will be developing curriculum. Your rationale should reflect this perspective.		

Competency Component: 6.1.4 To assist trainees in becoming familiar with curricular theory and individuals currently engaged in theory development applicable to curriculum development.

Behavioral Objective: 6.1.4.4 The trainee will be able to describe in his own words a rationale for a theory on curriculum.

Activity No.	*Evaluation Criteria*
6.1.4.4.A	Their rationale should somewhat approximate the points implied in the criteria for 6.1.4.3.A in that curriculum theory serves as a frame of reference for specific development tasks. The following points should receive some consideration in their theory. (1) Theory serves to explain. (2) A theory allows for a structure to be developed. (3) From theory principles can be derived and tested. (4) Theory sets a direction or orientation to curriculum development. For example, a curriculum theory which stresses pupil outcomes dictates that certain tasks must be accomplished in the development stage. (5) Theory provides a common basis for the development and refinement of development processes.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

6.1.5: To assist the trainee in relating principles of curriculum development and theories of instruction to a local school situation.

Behavioral Objectives:

6.1.5.1: The trainee will be able to describe operational examples of curriculum development principles being applied at the local school level.

6.1.5.2: The trainee will be able to analyze a report on a local curriculum development project and identify the major curriculum development principles employed and whether or not the project was based on a particular instructional theory.

6.1.5.3: The trainee will be able to suggest curriculum development principles applicable to a particular local school situation.

Competency Component: 6.1.5 To assist trainees in relating principles of curriculum development and theories of instruction to a local school situation.

Behavioral Objective: 6.1.5.1 The trainee will be able to describe operational examples of curriculum development principles being applied at the local school level.

Enabling Activities	*Resources*	*Comments*
6.1.5.1.A Although in later activities detailed attention will be given to the various steps inherent in designing curriculum, it is to your advantage to develop a frame of reference regarding the general procedrues involved. The slide presentation in Resource File 6.1.5.1.A is designed to provide you an orientation to curriculum development principles. Complete the exercise at the end of this presentation. Having reviewed the presentation and completed the exercise, draw upon your readings and experiences to cite specific examples of how you would improve this slide presentation and still keep it within the constraints of a primer.	6.1.5.1.A Resource File 6.1.5.1.A Slide presentation A Primer on Curriculum Development Principles.	

Competency Component: 6.1.5 To assist trainees in relating principles of curriculum development and theories of instruction to a local school situation.

Behavioral Objective: 6.1.5.1 The trainee will be able to describe operational examples of curriculum development principles being applied at the local school level.

Activity No.	*Evaluation Criteria*
6.1.5.1.A	In the process of viewing the slide presentation the trainee is required to provide examples to illustrate eight curriculum development principles. Following is an example of what to look for in their illustration examples. (1) be systematic: The process should be orderly with a reason for the decisions made. The roles of people and committees should be specified. There should also be a plan of direction. (2) allow for participation of administrators, teachers, students, and community representatives: Relevant individuals and groups should be involved at appropriate times. This should be planned for and not after the fact. (3) be sensitive to changes occurring in the community and society in general: Population and resource changes should be considered. Attitudes toward subject matter should be anticipated, e.g., sex education. (4) allow for the specification of learner outcomes: Behavioral objectives for an area of content represent stating curriculum in terms of learner outcomes. (5) accommodate the variability among students who will participate in the curriculum: Individualized instruction as a possible instructional program based on the curriculum is important. Keep in mind that a curriculum for teaching braille need not accommodate seeing children since they would not be taking that particular curriculum. (6) result in specifications for what is to be achieved by students but should not dictate the instructional methodology: A curriculum on math for retarded pupils should contain the specifications for what should be taught (learned) but should not be limited to a particular teaching technique. (7) incorporate evaluative procedures which assess the process as well as the effectiveness of the curriculum once implemented: Field testing of the curriculum is essential. What goes into the curriculum should be tested by teachers with children similar to those when the curriculum is being planned.

Competency Component: 6.1.5 To assist trainees in relating principles of curriculum development and theories of instruction to a local school situation.

Behavioral Objective: 6.1.5.1 The trainee will be able to describe operational examples of curriculum development principles being applied at the local school level.

Activity No.	*Evaluation Criteria*
6.1.5.1.A (continued)	(8) give special attention to the learner characteristics of the target population: Describe the target population, e.g., regular elementary kids, disadvantaged kids, college prep., etc.

Competency Component: 6.1.5 To assist trainees in relating principles of curriculum development and theories of instruction to a local school situation.

Behavioral Objective: 6.1.5.2 The trainee will be able to analyze a report on a local curriculum development project and identify the major curriculum development principles employed and whether or not the project was based on a particular instructional theory.

Enabling Activities	*Resources*	*Comments*
6.1.5.2.A Resource File 6.1.5.2.A contains a curriculum guide for educable mentally retarded students. The guide was developed by a group of teachers with consultive assistance. Review the guide and list the major development principles employed in developing the curriculum as reflected in the guide. Also determine if the developers lean toward a particular instructional theory.	6.1.5.2.A Resource File 6.1.5.2.A EMR Guide 1-12 Clarke County, Nevada Public Schools	You need not read the entire guid Particular attention should be given to pages i through xxii. Also skim the curriculum content.

Competency Component: 6.1.5 To assist trainees in relating principles of curriculum development and theories of instruction to a local school situation.

Behavioral Objective: 6.1.5.2 The trainee will be able to analyze a report on a local curriculum development project and identify the major curriculum development principles employed and whether or not the project was based on a particular instructional theory.

Activity No.	*Evaluation Criteria*
6.1.5.2.A	The curriculum guide developed by the Clarke County, Nevada Public Schools employed at least the following principles: (a) defined populations (b) developed and adhered to a design model (c) involved teachers and developers (d) specified appropriate objectives (e) structured content over age levels (f) identified activities (g) developed a philosophical frame of reference (h) suggested teaching techniques The instructional theory was basically oriented toward individualizing instruction using behaviorally stated objectives. The curriculum emphasis was categorized into the cognitive, affective, and psychomotor domains.

Competency Component: 6.1.5 To assist trainees in relating principles of curriculum development and theories of instruction to a local school situation.

Behavioral Objective: 6.1.5.3 The trainee will be able to suggest curriculum development principles applicable to a particular local school situation.

Enabling Activities	*Resources*	*Comments*
6.1.5.3.A Resource File 6.1.5.3.A contains a description of an educational program for exceptional children. Review the descriptive data and the problem. Describe four curriculum development principles which might be employed to resolve the problem posed. You are not being asked to outline procedures or activities but to describe principles of curriculum development. As you pursue this activity the following suggestions might be helpful. (1) Clarify the problem (2) Explore the ramifications of the problem (3) Brain storm solution alternatives (4) Analyze the problem in terms of how aspects of the problem relate to curriculum development principles of which you have become knowledgeable.	Resource File 6.1.5.3.A	

Competency Component: 6.1.5 To assist trainees in relating principles of curriculum development and theories of instruction to a local school situation.

Behavioral Objective: 6.1.5.3 The trainee will be able to suggest curriculum development principles and a theory of instruction applicable to a particular local school situation.

Activity No.	*Evaluation Criteria*
6.1.5.3.A	Use your own judgment on responses which vary from the following. (1) Obtain specific and detailed data on the students. (2) Formulate goals which are researchable for the students. (3) Develop guidelines for the selection or development of materials. (4) Allow for parent, teacher, and pupil input into decisions on curriculum content.

Project No. 351359
OEG-0-71-3675(603)

Special Project
PROTOTYPE TRAINING PROGRAM FOR THE PREPARATION
OF CURRICULUM CONSULTANTS FOR EXCEPTIONAL CHILDREN

INSTRUCTOR'S MANUAL

for

Module 6.0 Developing / Curriculum

Competency 6.2 A curriculum consultant should be capable of inferring curriculum design features from a review of curriculum project reports and/or curriculum project products.

March 1974

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Department of Health, Education, and Welfare

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Division of Training

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I. Interim Report: Competency Research Phase
II. Interim Report: Module Specification Phase
III. Interim Report: Dissemination Phase

INSTRUCTOR'S MANUAL

MODULE #6: Developing / Curriculum

MODULE ELEMENT SCOPE:

Like module element 6.1 this element is primarily knowledge based. Emphasis is given to providing you with a background on curriculum design. You will be asked to read selected references. Some of these references are used in module element 6.1 and will also be used in this element. In contrast to previous activities in which you were generally given a specific source as a beginning point in your literature search more emphasis will be given to developing your resourcefulness. As you become familiar with the literature few directions will be provided. In other words, you will be asked to independently determine which references are appropriate.

MODULE ELEMENT SPECIFICATIONS

Competency 6.2: A curriculum consultant should be capable of inferring curriculum design features from a review of curriculum project reports and/or curriculum project products.

Competency Components:

6.2.1 To acquaint trainees with sources of literature on curriculum design.

6.2.2 To assist trainees in becoming familiar with the works of current leaders in the area of curriculum design.

6.2.3 To assist trainees in becoming sensitive to design tasks inherent in curriculum development projects.

Conference Record

Trainee's Name _____

Phone _____

Address _____

Other Modules in Progress _____

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Date: _____ Reason: _____

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Conference Record (continued)

Date: _____ Reason: _____

Pre-Assessment Performance	Activity Performance	Post-Assessment Performance	BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT	Cross-Reference
			6.2.1.1 The trainee will be able to identify four periodicals and four texts which focus on curriculum design.	
			6.2.1.2 The trainee will be able to identify three organizations which routinely publish materials on curriculum design.	
			6.2.1.3 The trainee will be able to recommend to teachers a package of four references on curriculum design which will be meaningful to classroom teachers.	
			6.2.1.4 The trainee will be able to describe in his own words five generally accepted aspects of curriculum design.	
			6.2.2.1 The trainee will be able to identify five individuals, and their major works, who are contributors to the literature in the area of curriculum design.	
			6.2.2.2 The trainee will be able to compare the differences and similarities in views of two authors in the area of curriculum design.	
			6.2.2.3 The trainee will be able to communicate, in memo form, directions to a committee of teachers for obtaining resources on curriculum design.	
			6.2.3.1 The trainee will be able to describe in written form four major design features of a curriculum project after reviewing a descriptive report and a product of a curriculum project, e.g., BSCS Science Project and/or Yeshiva University Social Learning Project.	
			6.2.3.2 The trainee will be able to identify and describe five major tasks inherent in the development of curriculum, after reviewing a descriptive report and a product of a curriculum project, e.g., BSCS Science Project and/or Yeshiva University Social Learning Project.	
			6.2.3.3 The trainee will be able to describe in his own words the major design features to look for in reviewing products of curriculum activities.	

Upon successfully demonstrating competency in a behavioral objective (through pre-assessment performance, enabling activity performance, or post-assessment performance), have a SECTraC staff member initial the appropriate box. When a behavioral objective is cross-referenced to other Module elements, be sure to have it initialed there simultaneously.

Resource File

The following activities have resource files. Each file contains material essential to the activity. Articles and reference materials have not been placed in resource files. Reference materials may later be duplicated and put into resource files in order to make the modules more complete as instructional packages.

6.2.1.1.A

6.2.2.1.A

6.2.2.1.B

6.2.2.2 A

6.2.3.1.A

6.2.3.2.A

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

6.2.1 To acquaint trainees with sources of literature on curriculum design.

Behavioral Objectives:

6.2.1.1 The trainee will be able to identify four periodicals and four texts which focus on curriculum design.

6.2.1.2 The trainee will be able to identify three organizations which routinely publish materials on curriculum design.

6.2.1.3 The trainee will be able to recommend to teachers a package of four references on curriculum design which will be meaningful to classroom teachers.

6.2.1.4 The trainee will be able to describe in his own words five generally accepted aspects of curriculum design.

Competency Component: 6.2.1 To acquaint trainees with sources of literature on curriculum design.

Behavioral Objective: 6.2.1.1 The trainee will be able to identify four periodicals and four texts which focus on curriculum design.

Enabling Activities	*Resources*	*Comments*
6.2.1.1.A Just as definitions of curriculum vary there are different views on curriculum design. One of the difficulties encountered in attempting to familiarize oneself with the literature on curriculum design is that rarely is design considered separately. It is typically discussed in reference to theory and to development procedures. While it may be somewhat artificial to separate design features from theory and development, for purposes of this competency component, features such as those implied in the following questions will be considered as design features. (1) Does the format allow the user to easily follow the transformation of global objectives or content statement to the specifications of precise objectives or content statements? (2) Is the content presented in an organized manner which allows for integration of related content? (3) Was some form of hierarchial analysis employed in determining the scope and sequence of specified content?	Goodlad, J. J. "Epilogue Perspective on Curriculum Design," Curriculum design in a changing society. (Burns & Brooks, eds.) Englewood Cliffs, N. J.: Educational Technology Publications, 1970. pp. 347-353. Drumheller, S. J. Handbook of curriculum design for individualized instruction: a systems approach. Englewood Cliffs, N. J.: Educational Technology Publications, 1971. pp. 3-8 and 31-36.	You may want to write your own definition of curriculum design and check it out with your instructor or fellow trainees. Since there is considerable variation reflected in the literature in terms of what constitutes design features, be alert for a reference which you personally find to be readable as well as comprehensive on curriculum design.

6.2.1.1.A (continued)

(4) Does the curriculum allow teachers to individualize instruction according to pupil need?

(5) Were the decisions on curriculum content or outcomes unilaterally made by an individual or team specialists?

(6) Does the curriculum reflect a sensitivity to content changes?

Your assignment is to find references which refer to the design features implied in the list of questions. The two suggested references consider most of the questions. Identify at least two additional references. Either paraphrase or quote the references which respond to the questions. Each reference selected need not focus on all of the six questions.

6.2.1.1.B

There are several journals which publish articles on curriculum design applicable to general education. In special education there is no journal geared specifically to a curriculum topic. However, there are some which publish articles pertaining primarily to instruction, programming, and/or curriculum. Identify two general education journals which emphasize curriculum design and two special education

Consider journals from areas of special education outside of your speciality. For example, if your background is EMR, look for periodicals aimed at other groups of exceptional children.

6.2.1.1.B (continued)

journals which emphasize curriculum or instruction. In making your selection review several issues to be sure that the emphasis is on curriculum and/or instruction. In some cases, there is a discrepancy between the expressed intent of a journal and what is actually published. Also some journals will occasionally run a special issue on instruction, but otherwise ignore the area.

Competency Component: 6.2.1 To acquaint trainees with sources of literature on curriculum design.

Behavioral Objective: 6.2.1.1 The trainee will be able to identify four periodicals and four texts which focus on curriculum design.

Activity No.	*Evaluation Criteria*
6.2.1.1.A	Most major texts in the area of curriculum discuss design. Thus reference by Taba, Tyler, Gagne, MacDonald, Ragen, or authors with similar reputations would be acceptable. However, be sure that the trainee can relate the comment by the author to meet the specific questions in the activity. The two references cited do make reference to several of the questions. Drumheller Question 1--discussed on page 31 and 7 Question 6--discussed on page 3 Question 4--discussed on page 7 Question 3--discussed on pages 5-7 Goodlad Question 6--discussed on page 348 Question 1--discussed on page 351 This is one of those activities which allows the trainee considerable freedom. The intent of the activity is to encourage the trainee to do a literature search with a purpose. For this reason a trainee may identify references with which you are unfamiliar. If this happens, review the reference. Don't make a judgment based on the fact that the author is not well known.

Competency Component: 6.2.1 To acquaint trainees with sources of literature on curriculum design.

Behavioral Objective: 6.2.1.1 The trainee will be able to identify four periodicals and four texts which focus on curriculum design.

Activity No.	*Evaluation Criteria*
6.2.1.1.B	General Education Journals Educational Technology Educational Leadership Kappan NEA Journal Special Education Journals Exceptional Children Teaching Exceptional Children Journal of Special Education Journal of Learning Disabilities Focus on Exceptional Children Volta Review Education & Training of the M.R. If in doubt about the journals listed by the trainee, examine several issues of the periodical to determine the emphasis on curriculum and instruction.

Competency Component: 6.2.1 To acquaint trainees with sources of literature on curriculum design.

Behavioral Objective: 6.2.1.2 The trainee will be able to identify three organizations which routinely publish materials on curriculum design.

Enabling Activities	*Resources*	*Comments*
6.2.1.2.A In Activity 6.1.3.4.A you were required to identify two organizations which published materials on curriculum development and curriculum research. The same organization which you selected for that activity will probably also publish materials which focus more specifically on curriculum design. Refer back to the two organizations which you selected in 6.1.3.4.A, obtain a listing of their current publications, and make a listing of their current publications which deal specifically with curriculum design. Feel free to consider other organizations. While reviewing their curriculum publications, you might find it informative to review their subscriptive and/or membership requirements. Particular attention should be given to whether or not institutional memberships are available.	Access to their own responses to activity 6.1.3.4.A.	

Competency Component: 6.2.1 To acquaint trainees with sources of literature on curriculum design.

Behavioral Objective: 6.2.1.2 The trainee will be able to identify three organizations which routinely publish materials on curriculum design.

Activity No.	*Evaluation Criteria*
6.2.1.2.A	Have the trainee show you the current listing of materials available from each organization as well as his selections for the ones dealing specifically with curriculum design. If in doubt question the trainee for his rationale in selecting the material. Be sure the listing is current.

Competency Component: 6.2.1 To acquaint trainees with sources of literature on curriculum design.

Behavioral Objective: 6.2.1.3 The trainee will be able to recommend to teachers a package of four references on curriculum design which will be meaningful to classroom teachers.

Enabling Activities	*Resources*	*Comments*
6.2.1.3.A Teachers are frequently asked to participate in curriculum development activities. Sometimes they are prepared for their assigned tasks. Typically they are better prepared to consider questions of content and learner characteristics than design questions. However, since they are participants in the designing of curriculum some background on design would be helpful. As a curriculum consultant you would probably provide teachers with an orientation to curriculum design. In this case, however, let's assume that a building principal is conducting a project and will be using you as a consultant. His first request is not for a presentation but merely for a brief written report to teachers. Prepare a report according to the following directions. (1) It is to be written <u>to</u> teachers. (2) The report should include a one page discussion on <u>what is meant by curriculum design</u>.		Remember the report will go to a group of teachers. Select brief references and be sure that they are not redundant. You may find that some references are excellent but too comprehensive for the purposes of this report. One of the problems you will also encounter in searching the literature is that much of the literature appears to be written by curriculum developers for curriculum developers rather than for teachers or beginners in the field. You might want to maintain a file on references specifically appropriate to different consumer groups.

6.2.1.3.A (continued)

(3) Four references on curriculum design are to be included as warranting the attention of teachers.

Competency Component: 6.2.1 To acquaint trainees with sources of literature on curriculum design.

Behavioral Objective: 6.2.1.3 The trainee will be able to recommend to teachers a package of four references on curriculum design which will be meaningful to classroom teachers.

Activity No.	*Evaluation Criteria*
6.2.1.3.A	In reviewing the trainee's written report be concerned with writing style and language as well as content. Keep in mind that reports such as this represent a primary source of communication. If the consultant is unable to adequately express himself via memos, papers, etc., he will be inhibited in his effectivenes.. His report should emphasize the following as features of design. 1. Specification of objectives 2. Structure of content 3. Format 4. Evaluation priorities 5. Participation in decision making 6. Sensitivity to social changes Remember the trainee must present these in narrative form. In the following activity you will get a chance to evaluate the trainee's ability to delineate aspects of design and to explain them.

Competency Component: 6.2.1 To acquaint trainees with sources of literature on curriculum design.

Behavioral Objective: 6.2.1.4 The trainee will be able to describe in his own words five generally accepted aspects of curriculum design.

Enabling Activities	*Resources*	*Comments*
6.2.1.4.A In the previous activity you were required to summarize for teachers what is meant by curriculum design. In this activity you are to review your statement and also review the questions posed in 6.2.1.1.A. Having done this, list five distinct aspects of curriculum design. These need not be documented.	Access to trainee's response to 6.2.1.3.A and 6.2.1.1.A.	In listing the five aspects of design be sure each is distinct and not actually aspects of another.

Competency Component: 6.2.1 To acquaint trainees with sources of literature on curriculum design.

Behavioral Objective: 6.2.1.4 The trainee will be able to describe in his own words five generally accepted aspects of curriculum design.

Activity No.	*Evaluation Criteria*
6.2.1.4.A	At least three of the following aspects of design should be included in their list of five. 1. Readable format 2. Broad base of participation in decision making 3. Use of some form of task analysis 4. Current with societal changes 5. Sequential when feasible 6. Integrated content not isolated elements Check the trainee's understanding. Don't allow him to get by with general description comments.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

6.2.2 To assist trainees in becoming familiar with the works of current leaders in the area of curriculum design.

Behavioral Objectives:

6.2.2.1 The trainee will be able to identify five individuals, and their major works, who are contributors to the literature in the area of curriculum design.

6.2.2.2 The trainee will be able to compare the differences and similarities in views of two authors in the area of curriculum design.

6.2.2.3 The trainee will be able to communicate, in memo form, directions to a committee of teachers for obtaining resources on curriculum design.

Competency Component: 6.2.2 To assist trainees in becoming familiar with the works of current leaders in the area of curriculum design.

Behavioral Objective: 6.2.2.1 The trainee will be able to identify five individuals, and their major works, who are contributors to the literature in the area of curriculum design.

Enabling Activities	*Resources*	*Comments*
6.2.2.1.A Merely knowing the names of five authors in the area of curriculum design will be of minimal value. However, if you are also acquainted with their contributions to the literature you have a resource to draw on when you need information on curriculum design. In Activity 6.1.4.1.A you were asked to identify those individuals who have developed curriculum theories. Resource File 6.2.2.1.A contains a list of authors who have written on curriculum design. Select five, excluding those you considered in 6.1.4.1.A. For each one selected list one reference in the area of curriculum design. The reference should be one you have not specified in a previous activity. You will find that each of the persons listed in the resource file have contributed rather extensively to the literature. Don't be arbitrary in selecting references. The best criteria is if it will be of value to you and whether or not you would likely refer to it as you encounter need for information on curriculum design.	Resource File 6.2.2.1.A Access to the responses to 6.1.4.1.A	

6.2.2.1.B

Using the card deck of names contained in Resource File 6.2.2.1.B, sort out the names of authors that have written in the area of curriculum design. Sort the others into groups which you feel represent the general interest area of the authors, e.g., evaluation, learning theory, etc. If you don't recognize the names do a literature search to determine their area of expertise. Be prepared to describe major works of the individuals you group as contributors to curriculum design.

Resource File 6.2.2.1.B

Keep your number of groups to three or four.

Competency Component: 6.2.2 To assist trainees in becoming familiar with the works of current leaders in the area of curriculum design.

Behavioral Objective: 6.2.2.1 The trainee will be able to identify five individuals, and their major works, who are contributors to the literature in the area of curriculum design.

Activity No.	*Evaluation Criteria*
6.2.2.1.A	The trainee will select five of the following authors and then identify one reference for each author selected which pertains to curriculum design. 1. Ralph Tyler 2. George Beachamp 3. Amo Bellack 4. John Goodlad 5. James B. MacDonald 6. Florence Stratemeyer 7. Hilda Taba 8. Sidney J. Drumheller Check the trainee's response to 6.1.4.1.A to be sure that he did not select the same author or reference. Discuss with the trainee the references selected. Although the trainee is not required to prepare a report on the reference, he must decide if it pertains to curriculum design. Through questioning determine their rationale for selecting the reference.

Competency Component: 6.2.2 To assist trainees in becoming familiar with the works of current leaders in the area of curriculum design.

Behavioral Objective: 6.2.2.1 The trainee will be able to identify five individuals, and their major works, who are contributors to the literature in the area of curriculum design.

Activity No.	*Evaluation Criteria*
6.2.2.1.B	1. Ralph Tyler 2. George Beachamp 3. Sidney Drmheller 4. Florence Stratemeyer 5. Hilda Taba 6. John Goodlad 7. Virgil Henick 8. Arno Bellack 9. A. Harry Passou 10. Jerome S. Bruner 11. E. R. Hilgard 12. J. C. Dollard 13. N. E. Miller 14. B. F. Skinner 15. S. Freud 16. C. L. Hull 17. E. L. Thorndike 18. Sam Kirk 19. Maynard C. Reynolds 20. Herbert Goldstein 21. Lloyd M. Dunn 22. Samuel C. Ashcroft 23. William Cruickshank No. 1 - 9 Curriculum Design 10 - 17 Learning 18 - 23 Special Education They may group them from 10 on into other categories but be sure that the similarity among the names in terms of work is sufficient to warrant such classification. At least five of the first nine should be in the curriculum design group.

Competency Component: 6.2.2 To assist trainees in becoming familiar with the works of current leaders in the area of curriculum design.

Behavioral Objective: 6.2.2.2 The trainee will be able to compare the differences and similarities in views of two authors in the area of curriculum design.

Enabling Activities	*Resources*	*Comments*
6.2.2.2.A Curriculum design has frequently been referred to in the literature as the pattern of relationships which exist in the curriculum. Within this context design is viewed primarily as the organizational structure of the specified curriculum content. Read the references by Goodlad and Bellack. After reviewing both references compare their views on the organizational structure of curriculum. Keep in mind that they are addressing themselves to curriculum for general education. After completing the comparison, indicate which one you would support. Also indicate whether or not you feel that their views would apply equally to curriculum design for special education and general education.	Resource File 6.2.2.2.A Bellack, A. A. "What Knowledge is of Most Worth?" Contemporary thought on public school curriculum. (Short and Marconnit, eds.) William C. Brown Co., 1968. pp. 307-313. Goodlad, J. I. "Toward Improved Curriculum Organization," Contemporary thought on public school curriculum. (Short and Marconnit, eds.) William C. Brown Co., 1968. pp. 314-323.	You might find it easier to first outline the major points of each article and then compare the two.

Competency Component: 6.2.2 To assist trainees in becoming familiar with the works of current leaders in the area of curriculum design.

Behavioral Objective: 6.2.2.2 The trainee will be able to compare the differences and similarities in views of two authors in the area of curriculum design.

Activity No.	*Evaluation Criteria*
6.2.2.2.A	Be sure to read the selection yourself. Bellack, Arno - discusses a curriculum organization centered on groupings such as the natural sciences, social sciences, mathematics, and the humanities. He presents knowledge as the structure of the curriculum. Goodlad, John - presents a structure based on organizing centers and organizing elements. The centers are applicable at all levels and in all areas. The centers define the substance of learning while the element acts like a thread running through all centers. It results in somewhat of a spiral type of curriculum. The students' choice between the two cannot be evaluated except to probe as to their reasoning.

Competency Component: 6.2.2 To assist trainees in becoming familiar with the works of current leaders in the area of curriculum design.

Behavioral Objective: 6.2.2.3 The trainee will be able to communicate, in memo form, directions to a committee of teachers for obtaining resources on curriculum design.

Enabling Activities	*Resources*	*Comments*
6.2.2.3.A In Activity 6.2.1.3.A you were asked to recommend to teachers four specific references on curriculum design. In this activity you are to prepare a memo to a group of teachers which describes for them how to obtain resources on curriculum design. In other words the emphasis is on sources which will result in their gaining access to information on curriculum design. Sources might be individuals, organizations, retrieval systems, material criteria, etc. In this activity our primary concern is for the selection of useful resources which are accessible to teachers. However, a secondary but important concern is for the memo to be worded so as to accurately convey the information you want to communicate.		

Competency Component: 6.2.2 To assist trainees in becoming familiar with the works of current leaders in the area of curriculum design.

Behavioral Objective: 6.2.2.3 The trainee will be able to communicate, in memo form, directions to a committee of teachers for obtaining resources on curriculum design.

Activity No.	*Evaluation Criteria*
6.2.2.3.A	Be sure that the trainee identifies sources, not specific references or authors. At least four of the following should be included in their list. ASCD AERA Phi Delta Kappa Public School Administrators ERIC Educational Index University Education Department State Departments of Education Regional Laboratories R & D Centers The trainee may identify persons or sources. This is acceptable if he can varify their expertise. However, they should also make reference to sources such as those listed above. If they fail to identify such resources, bring them to their attention. It may be necessary to assign reading or visit with them at greater length regarding the sources.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

6.2.3 To assist trainees in becoming sensitive to design tasks inherent in curriculum development projects.

Behavioral Objectives:

6.2.3.1 The trainee will be able to describe in written form four major design features of a curriculum project after reviewing a descriptive report and a product of a curriculum project, e.g., BSCS Science Project and/or Yeshiva University Social Learning Project.

6.2.3.2 The trainee will be able to identify and describe five major tasks inherent in the development of curriculum, after reviewing a descriptive report and a product of a curriculum project, e.g., BSCS Science Project and/or Yeshiva University Social Learning Project.

6.2.3.3 The trainee will be able to describe in his own words the major design features to look for in reviewing products of curriculum activities.

Competency Component: 6.2.3 To assist trainees in becoming sensitive to design tasks inherent in curriculum development projects.

Behavioral Objective: 6.2.3.1 The trainee will be able to describe in written form four major design features of a curricular project after reviewing a descriptive report and a product of a curriculum project, e.g., BSCS Science Project and/or Yeshiva University Social Learning Project.

Enabling Activities	*Resources*	*Comments*
6.2.3.1.A The products which evolve from a curriculum development project are generally assessed on their effectiveness. Even if they are perceived as being appropriate and meaningful little consideration is given by teachers to who developed them or the process employed. Curriculum products also vary in form. Resource File 6.2.3.1.A contains samples of products from two curriculum projects in special education. Review the materials and identify at least five design features which are reflected in the materials. Be prepared to provide supportive information from the project reports and products which reflect the design features you select.	Resource File 6.2.3.1.A	

Competency Component: 6.2.3 To assist trainees in becoming sensitive to design tasks inherent in curriculum development projects.

Behavioral Objective: 6.2.3.1 The trainee will be able to describe in written form four major design features of a curricular project after reviewing a descriptive report and a product of a curriculum project, e.g., BSCS Science Project and/or Yeshiva University Social Learning Project.

Activity No.	*Evaluation Criteria*		
6.2.3.1.A	Resource File 6.2.3.1.A contains samples of materials from the BSCS and Yeshiva Curriculum Projects for the mentally retarded. The trainee is required to identify five major design features from one of the sets of materials. The five features common to both are listed below. At least three should be included in the trainee's selection.		
		BSCS	YESHIVA
	Strong statement of rationale for areas of study	Science is presented as essential and having high utility for the MR. Previously ignored by teachers. Tendency to isolate science concepts.	They build a very strong case for the area of social warranting major attention in the curriculum. Their approach is to integrate social throughout a total curriculum rather than a narrow emphasis on social adequacy.
	Implied methods orientation	Inquiry	Inductive
		Both support a method as being most applicable.	
	Format	Both take a packaged approach including content and suggested activities.	
	Evaluation	Both place emphasis on formative evaluation.	
		BSCS small intense study	Yeshiva large scale field test
	Behavioral Objectives	Both similar	
	Each delineates a specific population by ability and age.		

Competency Component: 6.2.3 To assist trainees in becoming sensitive to design tasks inherent in curriculum development projects.

Behavioral Objective: 6.2.3.2 The trainee will be able to identify and describe five major tasks inherent in the development of curriculum, after reviewing a descriptive report and a product of a curriculum project, e.g., BSCS Science Project and/or Yeshiva University Social Learning Project.

Enabling Activities	*Resources*	*Comments*
6.2.3.2.A In the previous activity you were asked to identify design features. In this activity you are to select one of the two packets contained in Resource File 6.2.3.2.A and list five major tasks involved in developing curriculum which are reflected in this material. While in the previous activity you looked for design features, now you must ask yourself what tasks did they carry out in order to develop this product. Rely on your previous reading in carrying out this assignment. To a certain degree you will need to speculate on what the developers likely did in order to accomplish a particular task.	Resource File 6.2.3.2.A Same as 6.2.3.1.A	The intent of this activity is to allow you to apply the information you have obtained via your reading in the process of identifying curriculum tasks - the tasks may not be spelled out. Thus, you will be examining the results of the tasks and having to speculate on the specific task involved.

Competency Component: 6.2.3 To assist trainees in becoming sensitive to design tasks inherent in curriculum development projects.

Behavioral Objective: 6.2.3.2 The trainee will be able to identify and describe five major tasks inherent in the development of curriculum, after reviewing a descriptive report and a product of a curriculum project, e.g., BSCS Science Project and/or Yeshiva University Social Learning Project.

Activity No.	*Evaluation Criteria*
6.2.3.2.A	Regardless of the packet they chose they should identify the following tasks. 1. define population 2. analyze the learner 3. develop general goals 4. specify specific objectives 5. write content 6. design activities 7. field test 8. produce products 9 organize for dissemination

Competency Component: 6.2.3 To assist trainees in becoming sensitive to design tasks inherent in curriculum development projects.

Behavioral Objective: 6.2.3.3 The trainee will be able to describe in his own words the major design features to look for in reviewing products of curriculum activities.

Enabling Activities	*Resources*	*Comments*
6.2.3.3.A As a curriculum consultant you will find it necessary to frequently review curriculum materials. As you gain experience in curriculum development you will find that there are certain design features which you routinely look for when reviewing curriculum material. List the four design features which you presently feel are most important and design a check list to be used as a guide in reviewing curriculum. The check list should focus on design features and be applicable to curriculum in general, not specific to a particular population or subject matter. Also keep in mind that the check list should be designed so that it could be used by other people with limited explanation. Include written directions with the check list.		

Competency Component: 6.2.3 To assist trainees in becoming sensitive to design tasks inherent in curriculum development projects.

Behavioral Objective: 6.2.3.3 The trainee will be able to describe in his own words the major design features to look for in reviewing products of curriculum activities.

Activity No. 6.2.3.3.A

Evaluation Criteria

Below is a sample of a student's response which was considered as satisfactory. Use this as a guide in grading the trainee's response.

Characteristic	Treated?		Rating: poor 1	2	3	4	excellent 5
1. Identification of Population							
a. Characteristics							
b. Needs							
c. Abilities							
2. Delineation of General Objectives							
a. General Objectives							
b. Underlying Assumptions							
c. Rationale							
3. Specification of Terminal Objectives							
4. Curriculum Design and Structure							
a. Behavioral Objectives							
b. Teaching Strategies							
c. Tasks							
d. Materials							
e. Economy							
i. time							
ii. money							
iii. materials required							
iv. ease of implementation							
5. Evaluation							
a. Continuous assessment							
b. Objectivity of Assessment							
c. Teacher Feedback							
d. Student Feedback							

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OEG-0-71-3675(603)

Special Project
PROTOTYPE TRAINING PROGRAM FOR THE PREPARATION
OF CURRICULUM CONSULTANTS FOR EXCEPTIONAL CHILDREN

INSTRUCTOR'S MANUAL

for

Module 6.0 Developing / Curriculum

Competency 6.3 A curriculum consultant should be capable of integrating information on sources of influence on curriculum development activities.

March 1974

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Department of Health, Education, and Welfare

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I. Interim Report: Competency Research Phase
II. Interim Report: Module Specification Phase
III. Interim Report: Dissemination Phase

INSTRUCTOR'S MANUAL

MODULE # 6: Developing / Curriculum

MODULE ELEMENT SCOPE:

Curriculum development, whether it takes place at the public school level, at a center committed to the development of curriculum, or in an experimental setting within a university, will be subjected to a variety of influences. These influences may be very real, such as pressure from special interest groups, or it may be subtle in terms of society trends; but they do exist and must receive the attention of developers. The intent of this module element is to provide you a background of information regarding sources of influence and the nature of their impact on curriculum development. You will also be provided opportunities to determine influences operating in a local district. Emphasis will also be given to examining the effects of such influences.

MODULE ELEMENT SPECIFICATIONS:

Competency 6.3: A curriculum consultant should be capable of integrating information on sources of influence on curriculum development activities.

Competency Components:

6.3.1 To assist trainees in determining sources of influence on curriculum development.

6.3.2 To assist trainees in becoming knowledgeable of the literature relative to sources of influence on curriculum development.

6.3.3 To assist trainees in recognizing operational examples of attempts to influence curriculum development at the local level.

6.3.4 To assist the trainee in understanding the community as a source of influence on curriculum development.

6.3.5 To assist trainees in understanding the importance of values as a source of influence on curriculum development.

6.3.6 To assist trainees in understanding financial resources as a source of influence on curriculum development.

6.3.7 To assist trainees in identifying the learner as a source of influence on curriculum development.

6.3.8 To assist the trainee in identifying and assembling supportive information pertaining to sources of influence on curriculum development.

Conference Record

Trainee's Name _____

Phone _____

Address _____

Other Modules in Progress _____

_____

_____

_____

_____

Date: _____ Reason: _____

Conference Record (continued)

Date:	Reason:

Pre-Assessment Performance	Activity Performance	Post-Assessment Performance	BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT	Cross-Reference
			6.3.1.1 The trainee will be able to identify four references which discuss sources of influence on curriculum.	
			6.3.1.2 The trainee will be able to describe and illustrate four different sources of influence on curriculum.	
			6.3.2.1 The trainee will be able to summarize the views of three authors regarding sources of influence on curriculum development.	
			6.3.2.2 The trainee will be able to recommend a specific reference which discusses one or all of the four sources of influence he identified in 6.3.1.2	
			6.3.2.3 The trainee will be able to develop a bibliography containing 20 entries which present relevant information concerning sources of influence on curriculum development.	
			6.3.2.4 The trainee will be able to relate sources of curriculum influence to the specification objectives.	
			6.3.3.1 The trainee will be able to identify specific factors which he feels influenced a particular curriculum project when provided a finished curriculum product.	
			6.3.3.2 The trainee will be able to conduct a study to determine sources which influence a local curriculum project.	
			6.3.4.1 The trainee will be able to demonstrate familiarity with the concept of power structure in the community.	
			6.3.4.2 The trainee will be able to synthesize the role of the community and public opinion as a source of influence on the curriculum.	

Pre-Assessment Performance	Activity Performance	Post-Assessment Performance	BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT (Continued)	Cross-Reference
			6.3.4.3 The trainee will be able to formulate a series of six questions designed to elicit information regarding the community as a source of influence on the curriculum.	
			6.3.4.4 The trainee will be able to obtain information from an administrator regarding how the community at some time in the past has attempted to influence the curriculum.	
			6.3.5.5 The trainee will be able to design a plan for determining the degree to which a community has influenced the curriculum in a selected community.	
			6.3.5.1 The trainee will be able to describe the importance of a curriculum consultant in being familiar with values held by staff and community constituents.	
			6.3.5.2 The trainee will be able to differentiate between values which warrant consideration in curriculum development and those which do not.	
			6.3.5.3 The trainee will be able to prepare a report for a board of education calling for a curriculum change based on a value-ladened reason.	
			6.3.5.4 The trainee will be able to develop workable solutions to value-type curriculum problems.	
			6.3.6.1 The trainee will be able to identify the sources of financial support available to local school districts	
			6.3.6.2 The trainee will be able to analyze a school district budget to determine the specific allocations to curriculum type activities.	
			6.3.6.3 The trainee will be able to describe the probable consequence for curriculum activities of a 25 percent cutback in the budget of a local district.	

Pre-Assessment Performance	Activity Performance	Post-Assessment Performance	BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT (Continued)	Cross-Reference
			6.3.6.4 The trainee will be able to identify sources of financial support for curriculum activity in special education which are from outside the school district.	
			6.3.7.1 The trainee will be able to describe the characteristics of learners which warrant attention in curriculum development.	
			6.3.7.2 The trainee will be able to identify four sources of information on exceptional children from the perspective of variance from a normal pattern of development.	
			6.3.7.3 The trainee will be able to describe the implications of prescriptive teaching as a means of illustrating the influence of the learner on curriculum.	
			6.3.7.4 The trainee will be able to obtain feedback from the ERIC sequence on learning characteristics of exceptional children.	
			6.3.8.1 The trainee will be able to anticipate specific influences on curriculum development, given a hypothetical project and a set of descriptive data on a school program and community.	
			6.3.8.2 The trainee will be able to develop an activity designed to illustrate how curriculum projects are influenced by the community, values of staff, financial restraint, and learner variables.	

Upon successfully demonstrating competence in a behavioral objective (through pre-assessment performance, enabling activity performance, or post-assessment performance), have a SECTraC staff member initial the appropriate box. When a behavioral objective is corss-referenced to other Module Elements, be sure to have it initialed there simultaneously.

Resource File

The following activities have resource files. Each file contains material essential to the activity. Articles and reference materials have not been placed in resource files. Reference materials may later be duplicated and put into resource files in order to make the modules more complete as instructional packages.

6.3.2.4.A	6.3.5.4.A
6.3.3.1.A	6.3.6.1.A
6.3.3.1.B	6.3.6.2.A
6.3.3.2.A	6.3.5.2.B
6.3.4.1.A	6.3.6.3.A
6.3.4.1.B	6.3.6.3.B
6.3.4.2.A	6.3.7.1.A
6.3.4.4.A	6.3.7.1.B
6.3.5.1.A	6.3.7.3.A
6.3.5.2.A	6.3.7.4.A
6.3.5.3.A	6.3.8.2.A

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

6.3.1: To assist trainees in determining sources of influence on curriculum development.

Behavioral Objectives:

6.3.1.1. The trainee will be able to identify four references which discuss sources of influence on curriculum.

6.3.1.2. The trainee will be able to describe and illustrate four different sources of influence on curriculum.

Competency Component: 6.3.1 To assist trainees in determining sources of influence on curriculum development.

Behavioral Objective: 6.3.1.1 The trainee will be able to identify four references which discuss sources of influence on curriculum.

Enabling Activities	*Resources*	*Comments*
6.3.1.1.A Whether curriculum development takes place in a development center, a university campus, or within a local school district, the process is vulnerable to many influences. Curriculum developers must be aware of these influences, know their importance, and be able to weigh them in the process of developing curriculum. The sources of influence will range from special interest groups to societal changes. To ignore sources of influence is to risk producing a curriculum which is not applicable. It must also be recognized that influences change. For example, at one time most communities would not have accepted sex education as part of the curriculum; today it is widely accepted. By now you have been exposed to a variety of texts, journals, and reports on curriculum. You are also familiar with authors by name and their major works. Rely on your background and research skills to identify <u>four</u> references which discuss		

Behavioral Objective . Continued:

6.3.1.1.A (continued)

sources of influence on curriculum. Keep in mind that many texts will have general curriculum titles but will devote chapters to sources of influence. Articles are more likely to be specific to sources of influence. Having identified appropriate references list the specific influences cited in each reference.

Competency Component: 6.3.1 To assist trainees in determining sources of influence on curriculum development.

Behavioral Objective: 6.3.1.1 The trainee will be able to identify four references which discuss sources of influence on curriculum.

Activity No.	*Evaluation Criteria*
6.3.1.1.A	In activities such as this one in which the trainee is to identify four references you must be careful to be sure that the reference is appropriate. Obviously there is a wide array of references which deal with the topic of sources of influence on the curriculum. In fact, almost all major curriculum texts devote at least some attention to sources of influence. For this reason it might be easy for a trainee to merely glance at a table of contents and select a reference. Take the time to review the trainee's list of influences derived from each reference. If you are not familiar with the source document, then there would be merit in having the trainee obtain for you copies so that together you can review them. Some references discuss influences from a very general perspective. For example, they will talk primarily in terms of cultural and societal influences on the curriculum. However, if the trainee will read such discussions carefully he will find that they do break these references down at least to the point that he can identify some fairly specific types of influences. For the most part the influences discussed are as follows: (a) The learner (b) The community (c) Financial restraints (d) Society trends (e) Value Since one of the purposes of literature search type activities is to extend the trainee's familiarity with the literature, pay close attention to the authors that the trainee refers to. If he continues to refer to the standard authors such as Taba, Stratemeyer, Tyler, and Beachamp, encourage him to look for other references. There is a risk that they will just acquaint themselves with a narrow range of references and rely on these.

Competency Component: 6.3.1 To assist trainees in determining sources of influence on curriculum development.

Behavioral Objective: 6.3.1.2 The trainee will be able to describe and illustrate four different sources of influence on curriculum.

Enabling Activities	*Resources*	*Comments*
6.3.1.2.A Anyone who has participated on a committee charged with the responsibility for developing curriculum has encountered the problem of deciding whom to seek advice from and what references to consider when determining the curriculum content. The literature is extensive regarding sources of influence on the curriculum. However, it is not feasible to develop an infallible list of influences and then be specific on the nature of the influences because the subject matter and the target population involved may or may not require that certain influences be considered. For example, in developing a math curriculum the developers would be less sensitive to changing values of the community than if they were designing a social studies curriculum. Although authors vary in the terminology used they tend to agree on the following sources of influence: Societal Concern: This is a very broad source and includes values, cultural differences, mores, major societal movements, such as desegregation,		

6.3.1.2.A (continued)

antipoverty, and ecological movements. Legislation can also have a very direct influence beyond the control of the developer.

Community: In general the concern here is for factors which are somewhat demographic in nature and specific to the locale. The socioeconomic status of the community, ethnic representation, special interest groups, the input of a large university, etc., would be examples of community influence.

Financial Resources: The capabilities of a community to support education greatly influence the curriculum. National economic progress also determines curriculum. For example, the recent involvement of the Federal Government in education has brought about many changes in curriculum. Any extreme change in Federal resources will influence the curriculum.

The Learner: The characteristics of the learner have a major influence on the curriculum. This should be the primary concern, however, other sources somtimes overshadow the learner as a source of influence.

Curriculum Theory: Presumable curriculum theory would be a source of influence. In reality it is probably the least potent, presumably because in practice developers become eclectic and employ a variety of

Behavioral Objective *Continued:*

6.3.1.2.A (continued)

things and principles. Also the other sources are very <u>real</u> and exist as reminders.

Select four of the previously discussed sources of influence on the curriculum and describe an example of how each might influence a curriculum development project in special education.

Competency Component: 6.3.1 To assist trainees in determining sources of influence on curriculum development.

Behavioral Objective: 6.3.1.2 The trainee will be able to describe and illustrate four different sources of influence on curriculum.

Activity No.	*Evaluation Criteria*
6.3.1.2.A	A. Societal Concerns 1. The general concern that children in impoverished areas receive a poor education is having a general impact on the curriculum for those areas. A greater attempt is being made to enrich the curriculum and to increase expectations of performance at the same time providing better materials and more competent teachers. 2. Concern for a labeling as experienced in special education programs for mildly handicapped children would fall within the area of societal concern. This particular concern will have a tremendous effect on curriculum designed for the mildly handicapped child. 3. The general movement toward teaching sex education in the public schools is a reflection of a change in society. B. Community 1. Demographic differences relative to rural and urban areas regarding the specific information you would incorporate in the curriculum on transportation, leisure time activities, job opportunities, etc., is an example of the community as a source of influence. 2. The climate might also dictate teaching specific information. 3. A high incidence of ethnic groups will have an impact on the curriculum. While black history and information regarding the contributions of other minority groups should be included in the curriculum regardless of whether or not there is a high incidence represented in the community, there will be a tendency for the curriculum to accommodate these areas more readily if such groups are represented and do make their influences known.

Competency Component: 6.3.1 To assist trainees in determining sources of influence on curriculum development.

Behavioral Objective: 6.3.1.2 The trainee will be able to describe and illustrate four different sources of influence on curriculum.

Activity No.	*Evaluation Criteria*
6.3.1.2.A (continued)	C. Financial Resources 1. The availability of federal funds is allowing public schools to expand their curriculum and teach much they have not been able to do because of previously restricted funds. 2. Another example of the influence of financial resources on the curriculum is the situation in which finances are greatly restricted. This might occur after a period of time in which resources have been plentiful. Or it might be the continuous situation in which financial resources are extremely limited. The effect is to greatly circumscribe the curriculum offerings. D. The Learner 1. Probably the best examples of the learner effecting the curriculum would be to cite any exceptional child. For example, the mentally retarded child has an impact on the curriculum relative to the difficulty in comprehensiveness in what is to be taught. The hearing handicapped child may require lip reading, which would be an addition to the curriculum. Whether or not the content otherwise would be affected would depend on the person's general learning ability. E. Curriculum Theory 1. If a curriculum developer adheres to a theory which embraces the employment of behavioral objectives the curriculum will be quite different as a product than if he supports a theory which is more of a specification of content. 2. A theory which is very attentive to local changes in the community and its influences on the curriculum will be embraced more than if the theory employed is primarily one which focuses on society changes in general. The above examples are not necessarily ones that the trainee should incorporate in his response to this activity. However, examples of this type are those that are anticipated for this activity in order to have successfully completed it.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

6.3.2: To assist trainees in becoming knowledgeable of the literature relative to sources of influence on curriculum development.

Behavioral Objectives:

6.3.2.1: The trainee will be able to summarize the views of three authors regarding sources of influence on curriculum development.

6.3.2.1: The trainee will be able to recommend a specific reference which discusses one or all of the four sources of indluence he identified in 6.3.1.2.

6.3.2.3: The trainee will be able to develop a bibliography containing 20 entries which present relevant information concerning sources of influence on curriculum development.

Competency Component: 6.3.2 To assist trainees in becoming knowledgeable of the literature relative to sources of influence on curriculum development.

Behavioral Objective: 6.3.2.1 The trainee will be able to summarize the views of three authors regarding sources of influence on curriculum development.

Enabling Activities	*Resources*	*Comments*
6.3.2.1.A Conduct a search of the literature for references which focus on sources of influence on the curriculum. Limit yourself to identifying one person who has published in this area over the past 25 years, one during the past 15 years, and one who has published in this area during the past 5 years. Read selections from your three authors and compare their views. Be alert for examples of curriculum influences. One of the authors must be one which you have not used as a reference in previous activities. Be alert for examples of influences which were primarily related to the time period in which the reference was published.		

Competency Component: 6.3.2 To assist trainees in becoming knowledgeable of the literature relative to sources of influence on curriculum development.

Behavioral Objective: 6.3.2.1 The trainee will be able to summarize the views of three authors regarding sources of influence on curriculum development.

Activity No.	*Evaluation Criteria*
6.3.2.1.A	Again we find ourselves in a situation in which we cannot specify specific references that the trainee should identify. However, following is a list of persons who have published regarding sources of influence on the curriculum. At least one of the persons selected by the trainee should be from this list. Keep in mind that the trainee must summarize the views of the three authors they select. They also are asked to determine, if possible, any differences between the views of the authors which might be attributed to the time period in which they published. David L. Elliott Arthur W. Foshay Ralph Tyler George Beauchamp Hilda Taba Florence Stratemeyer William M. Alexander John Goodlad William Vantil Theral T. Herrick

Competency Component: 6.3.2 To assist trainees in becoming knowledgeable of the literature relative to sources of influence on curriculum development.

Behavioral Objective: 6.3.2.2 The trainee will be able to recommend a specific reference which discusses one or all of the four sources of influence identified in 6.3.1.2.

Enabling Activities	*Resources*	*Comments*
6.3.2.2.A For each of the five sources of influence discussed in Activity 6.3.1.2.A identify a reference. The author may not use the same terms in describing the sources of influence but look for ones which are similar in intent. Also prepare a list of sources which you can identify which are not discussed in Activity 6.3.1.2.A.		

Competency Component: 6.3.2 To assist trainees in becoming knowledgeable of the literature relative to sources of influence on curriculum development.

Behavioral Objective: 6.3.2.2 The trainee will be able to recommend a specific reference which discusses one or all of the four sources of influence he identified in 6.3.1.2.

Activity No.	*Evaluation Criteria*
6.3.2.2.A	In the previous activity, the trainee was familiarized with five sources of influence on curriculum development. Based upon this information the trainee was to identify an additional reference corresponding with each of the five influences. Due to the vast array of possible references which could be selected, there will probably be a great deal of variance in responses. Therefore each trainees' list should be viewed individually (and judged) Should any questions arise concerning the trainees' selection of references, arrange for a conference to discuss the responses allowing the trainee to give a verbal rationale for his choices.

Competency Component: 6.3.2 To assist trainees in becoming knowledgeable of the literature relative to sources of influence on curriculum development.

Behavioral Objective: 6.3.2.3 The trainee will be able to develop a bibliography containing 20 entries which present relevant information concerning sources of influence on curriculum development.

Enabling Activities	*Resources*	*Comments*
6.3.2.3.A Develop a bibliography containing 20 entries of references pertaining to influences on curriculum development. At least six entries must be in article form. Use the APA style form for bibliographies. Assume that the bibliography is to be used by a committee of teachers. Include only references which you have not used before in the module element.		

Competency Component: 6.3.2 To assist trainees in becoming knowledgeable of the literature relative to sources of influence on curriculum development.

Behavioral Objective: 6.3.2.3 The trainee will be able to develop a bibliography containing 20 entries which present relevant information concerning sources of influence on curriculum development.

Activity No.	*Evaluation Criteria*
6.3.2.3.A	Check each reference to determine its application to the area of influences on curriculum. Also refer back to the previous references cited by the trainee to be sure that these are in addition to those previously cited. Following is an example of a text and an article documented in the APA style form. Text Ragan, W. B. Modern elementary curriculum. New York: Holt, Rinehart and Winston, 1966. Article Mesthene, E. G. Learning to live with science. Saturday Review, 1965, 48, 14-17. In addition to checking for the appropriateness of each reference also consider the general difficulty level and comprehensiveness of the references cited. Keep in mind that the bibliography is for teachers, not for college professors.

Competency Component: 6.3.2 To assist trainees in becoming knowledgeable of the literature relative to sources of influence on curriculum development.

Behavioral Objective: 6.3.2.4 The trainee will be able to relate sources of curriculum to the specification of objectives.

Enabling Activities	*Resources*	*Comments*
6.3.2.4.A The curriculum developer must consider sources of curriculum influence along with learning theory and educational philosophy as he approaches a development task. In some manner he must integrate this input as he specifies objectives for the performance of his target population. The filmstrip, "A Curriculum Rationale," by Popham provides a general orientation to this process. Pay particular attention to the discussion on Tyler's views of influence in reference to the learner. Complete all exercises included in the filmstrip.	6.3.2.4.A Vimcet filmstrip and audio tape "A Curriculum Rationale" by W. J. Popham	

Competency Component: 6.3.2 To assist trainees in becoming knowledgeable of the literature relative to sources of influence on curriculum development.

Behavioral Objective: 6.3.2.4 The trainee will be able to relate sources of curriculum influence to the specification of objectives.

Activity No.	*Evaluation Criteria*
6.3.2.4.A	The trainee is required to complete the Vimcet filmstrip entitled, "A Curriculum Rationale," by W. James Popham. The exercises in the filmstrip are self-correcting, thus, the trainee should correct his responses to the exercise while viewing the filmstrip. The Resource File also contains a printout of the filmstrip exercises. Use these as a basis of discussing the filmstrip with the trainee. The filmstrip is very comprehensive and covers much more information than necessary for this activity. However, it does integrate information on influences and should be of value to the trainee. The specific purpose of having the trainee view this filmstrip is to consider Tyler's views on influence in reference to the learner. Therefore, if the trainee completed satisfactorily the exercises relative to Tyler's views then he has successfully completed the activity.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

6.3.3: To assist trainees in recognizing operational examples of attempts to influence curriculum development at the local level.

Behavioral Objectives:

6.3.3.1: The trainee will be able to identify specific factors which he feels influenced a particular curriculum project when provided a finished curriculum product.

6.3.3.2: The trainee will be able to conduct a study to determine sources which influence a local curriculum project.

Competency Component: 6.3.3 To assist trainees in recognizing operational examples of attempts to influence curriculum development at the local level.

Behavioral Objective: 6.3.3.1 The trainee will be able to identify specific factors which he feels influenced a particular curriculum project when provided a finished curriculum product.

Enabling Activities	*Resources*	*Comments*
6.3.3.1.A Examine the curriculum products produced by the BSCS project or the Yeshiva R & D Center which were introduced in Activity 6.2.3.1.A. Look for indicators which suggest types of influences which they considered in their development process. Describe at least three such influences and relate the influences you identify to examples in the material you examine.	6.3.3.1.A Resource File 6.3.3.1.A The sources of Resource File 6.2.3.1.A.	
6.3.3.1.B If during the process of developing a curriculum, attention has been given to sources of influence, the results should be reflected in the final product. This is particularly true in terms of the learner variable, the community, and values. It might not be as evident in terms of the influence of financial resources. Review the two curriculum products in Resource File 6.3.3.1.A. Cite three examples where specific influences on the curriculum are reflected in the documents.	6.3.3.1.B Resource File 6.3.3.1.B	

Competency Component: 6.3.3 To assist trainees in recognizing operational examples of attempts to influence curriculum development at the local level.

Behavioral Objective: 6.3.3.1 The trainee will be able to identify specific factors which he feels influenced a particular curriculum project when provided a finished curriculum product.

Activity No.	*Evaluation Criteria*
6.3.3.1.A	The Resource File for this activity contains materials and manuals prepared by the BSCS Science Curriculum Project and the Yeshiva Social Learning Curriculum Project. The trainees are to review the materials and identify three examples which suggest types of influence accommodated by these two particular projects as reflected in materials that they reviewed. BSCS 1. They have given extensive consideration to the learner variable as a source of influence. They have circumscribed the target population to include the educable mentally retarded between the ages of 11 and 13. In addition to their own research efforts on the population, they have included a staff member who is experienced in working with the mentally retarded. Additionally, they have established an advisory board which includes at least two persons who are quite familiar with the educable mentally retarded. 2. Curriculum theory enters into this particular curriculum project relative to the manner in which they incorporate input from subject matter specialists and from persons knowledgeable of the learner. They employ a writing team approach which pairs off biologists with special education teachers. 3. The societal changes are considered in the curriculum development process, particularly in terms of two areas of the subject matter; namely, ecology and efforts in venereal disease, etc. 4. It is a little difficult to ascertain the influence of financial resources since the materials are still in the formative stages. However, the processes being employed are very expensive, thus, it is assumed that the influence of financial resources has been to enhance the procedures employed. Yeshiva Social Learning 1. In contrast to the BSCS Science Curriculum the Yeshiva project has invested heavily in communicating a curriculum theory via its

Competency Component: 6.3.3 To assist trainees in recognizing operational examples of attempts to influence curriculum development at the local level.

Behavioral Objective: 6.3.3.1 The trainee will be able to identify specific factors which he feels influenced a particular curriculum project when provided a finished curriculum product.

Activity No.	*Evaluation Criteria*
6.3.3.1.A (continued)	materials and procedures. While the BSCS Science Curriculum materials reflect a particular approach relative to development, the Yeshiva materials reflect a theoretical model which: (1) takes a centralized approach to development via a staff hired full-time for that process and which is comprised primarily of special educators in contrast to a team balanced with subject matter specialists and special educators, and (2) A theoretical model is communicated through the materials which suggest a particular design and also communicate to the teachers how the content evolves from a particular structure. This results in an organizational pattern which has face validity and assumes a logical sequence. 2. In addition to utilizing procedures, BSCS has done relative to acquiring information on the target population, the Yeshiva Curriculum Project also carried out studies on adults whose younger counterparts are members of the target population. This allowed them to obtain some insight relative to the effects the curriculum might have on the target population when they mature into adults. 3. The Yeshiva Project also appears to be extremely sensitive to community variables. They maintain a task force of well over 400 special classes for purposes of field testing. From these classes they derive very specific information in response to teaching strategies. 4. The availability of financial resources has allowed the Yeshiva Project to develop instructional aids for teachers in addition to specifying the curriculum. The above represent samples of the kinds of responses which the trainee should produce. Because of the volume of material they had access to, they may well identify other sources and provide you examples relative to sources of influence which are not referred to in the above criteria. These type of responses should be encouraged. However, be sure to have them illustrate their points by allowing you to review the specific references within the materials that they are using to document their responses.

Competency Component: 6.3.3 To assist trainees in recognizing operational examples of attempts to influence curriculum development at the local level.

Behavioral Objective: 6.3.3.2 The trainee will be able to conduct a study to determine sources which influence a local curriculum project.

Enabling Activities	*Resources*	*Comments*
6.3.3.2.A McNeil makes the statement that "If resources and practitioners cannot exercise control over a force and regulate it in their interest of better curriculum then why bother to identify it as a force." What forces of influence do you find as a curriculum developer that you can exercise some control over through the curriculum? How might you accomplish control through the curriculum? Read the resource by McNeil. This selection is a review of research on forces. It is not entirely specific to the objective of this activity as it takes a broader perspective of influence on the curriculum. Select two sutdies reported in the review and obtain access to the surves instruments used. Then complete the following tasks. (1) List ten variables you would investigate if you were to conduct a study to determine sources which influence <u>local</u> curriculum projects.	6.3.3.2.A Resource File McNeil, John D. "Forces Influencing Curriculum," in Review of Educational Research, edited by Glass, Gene V., American Educational Research Association, 1969, Washington, D.C., pp. 293-318.	

Behavioral Objective *Continued:*

6.3.3.2.A (continued)

(2) Have your instructor review the list.

(3) Using the approved list of variables, design a survey instrument to obtain information on sources of influence on local curriculum projects.

(4) Outline the procedures you would follow in carrying out the study.

Competency Component: 6.3.3 To assist trainees in recognizing operational examples of attempts to influence curriculum development at the local level.

Behavioral Objective: 6.3.3.2 The trainee will be able to conduct a study to determine sources which influence a local curriculum project.

Activity No.	*Evaluation Criteria*
6.3.3.2.A	In the summary of the chapter by McNeal, he makes the statement that, "If researchers or practitioners cannot exercise control over a force and regulate it in the interests of better curriculum then why bother to identify it as a force." McNeal does not elaborate on this statement. The comment in itself implies that there is little value in pursuing an investigation of forces of influence on the curriculum if you are unable to control these influences. In discussing this quote with the trainee, try to establish the point that interpretation of forces is exceedingly important. You can, to a degree, control the influence of a force of influence by investigating it and accommodating it in the curriculum development process in contrast to overlooking it and waiting for it to emerge as part of a social action program or as an oversight brought to your attention by public school constituents. You can exercise control operationally at least in your development of curriculum by having accurate information and systematically working toward an incorporation of those changes dictated by the influence. In general, it is probably more accurate to say that you can control your response to the influence even though you are unable to control the source of influence. At the community level the curriculum developers working in unison with the total school administration can over a period of time have some influence on the sources of curriculum influencing the curriculum. By establishing close relationships with the various special interest groups as well as the minority communities it is feasible to establish relations which at least minimize pressures for change and make for a rather smooth continuum of change. In the assignment relative to getting access to survey instruments used in two studies reviewed by McNeal, the trainees might need some assistance. If the studies were funded by the U.S. Office of Education, then they should be referred to the original final report. It may be that they will need to contact the principle investigator or the particular division with the U.S. Office of Education. They

Competency Component: 6.3.3 To assist trainees in recognizing operational examples of attempts to influence curriculum development at the local level.

Behavioral Objective: 6.3.3.2 The trainee will be able to conduct a study to determine sources which influence a local curriculum project.

Activity No.	*Evaluation Criteria*
6.3.3.2.A (continued)	should recognize that some time will be involved in their obtaining access to these instruments, consequently, they may have to continue working on this activity while others are in progress. The ten variables they list relative to investigating source of influence on local curriculum projects should include at least five of the following: (1) motivation for influence, (2) public agencies involved, (3) formal groups involved, (4) the largest of the populations affected, (5) examples of campaign efforts, (6) public school personnel participation, (7) history of the issue, (8) attitudes of public school personnel toward the source of influence as well as the particular nature of the influence, (9) money involved in responding to the influence relative to modifying curriculum, (10) the relative degree of importance placed on the issue being considered as important for inclusion in the curriculum. Since no directions were provided the trainee relative to format or wording in stating 10 variables, they may very well come up with a list which is worded differently from those previously stated. However, the general tone should be similar for at least five of the variables. You will need to use your own judgment in reviewing the instrument that they design. Keep in mind, however, that the instrument should be designed to obtain information on the variables which you agree they can include in the instrument. In total, the information obtained via their instrument should provide meaningful information on sources of influence on local curriculum projects. Their procedures for carrying out this assignment should be very explicit in terms of specifying target groups, dissemination and retrieval procedures, type of analyses to be employed, and how the results will be organized for purposes of distribution.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

6.3.4: To assist the trainee in understanding the community as a source of influence on curriculum development.

Behavioral Objectives:

6.3.4.1: The trainee will be able to demonstrate familiarity with the concept of power structure in the community.

6.3.4.2: The trainee will be able to synthesize the role of the community and public opinion as a source of influence on the curriculum.

6.3.4.3: The trainee will be able to formulate a series of six questions designed to elicit information regarding the community as a source of influence on the curriculum.

6.3.4.4: The trainee will be able to obtain information from an administrator regarding how the community at some time in the past has attempted to influence the curriculum.

6.3.4.5: The trainee will be able to design a plan for determining the degree to which a community has influenced the curriculum in a selected community.

Competency Component: 6.3.4 To assist the trainee in understanding the community as a source of influence on curriculum development.

Behavioral Objective: 6.3.4.1 The trainee will be able to demonstrate familiarity with the concept of power structure in the community.

Enabling Activities	*Resources*	*Comments*
6.3.4.1.A Communities vary in size and complexity. Some communities are faced with problems related to industry, racial issues, taxation, and public attitudes. Because of these variances it is not easy to generalize on the community as a source of influence on the curriculum. As a curriculum consultant you must be familiar with the total community and at the same time sensitive to the curriculum and not the community as a whole. During the past five years special education programs for the mildly handicapped, particularly the educable retarded and the emotionally disturbed, have been criticized because of the disproportionately large number of minority group children placed in these special classes. Much of the concern has come from within the education profession but most has been stimulated by groups concerned with the welfare of minority groups. Confrontation has occurred and law suits have been presented in the courts. The outgrowth of	6.3.4.1.A Beal, G., Yarborough, P., and Payer, J. "Social Action: An Overview," in Planning Community Services for the Mentally Retarded, edited by Meyen, Edward L. International Textbook Company, 1967, Scranton, Pennsylvania. pp. 42-52.	

Behavioral Objective Continued:

6.3.4.1.A (continued)

this action appears to be a movement toward more careful diagnostic workings and the development of alternatives to the special class concept of service. While this represents a rather extreme and overwhelming type of influence in contrast to opposition to a particular course offering, it is a community type of influence on the curriculum.

This activity is designed to make you sensitive to the realities of power structures as well as to familiarize you with the concept and language often used to describe power structures.

First read the selection by Beal, et. al and answer the questions contained in Resource File 6.3.4.1.A. This selection will orient you to some terms used to describe the process of local action and participants in social action.

6.3.4.1.B

Resource File 6.3.4.1.B contains a booklet and a tape. Read the booklet first then listen to the 16-minute tape. If you are not familiar with urban school districts you may find this material a little abstract. Your task is to acquaint yourself with the content of the material. You will be using material on Monroe City (a hypothetical district) in future

6.3.4.1.B

Resource File 6.3.4.1.B

U.C.E.A. No 6 Pattern of Influences in Monroe City. U.C.E.A. tape interview ALES-CMACAO

Behavioral Objective *Continued:*

6.3.4.1.B (continued)

activities. Having reviewed the material, develop a listing of ten reasons why a curriculum consultant should become familiar with the power structure of the community in which he works.

6.3.4.1.C

Select a community with which you are familiar and do an analysis of the power structure relative to the public schools--specifically in terms of curriculum for exceptional children.

Identify:

(a) four key persons within the school system

(b) four key citizens

(c) the most influential social organization

(d) the mass media most favorable to education

(e) sources of opposition to school improvement

Competency Component: 6.3.4 To assist the trainee in understanding the community as a source of influence on curriculum development.

Behavioral Objective: 6.3.4.1 The trainee will be able to demonstrate familiarity with the concept of power structure in the community.

Activity No.	*Evaluation Criteria*
6.3.4.1.A	Following is a list of questions which is to be given to the trainee as a posttest following his reading the selection by Beal et al. 1. Describe a school district as a social system and indicate which type of social system it would be according to Beal. 2. Reflect on your own experiences in public schools. Using curriculum related activities as a frame of reference, describe people who: have authority, are influential, serve as legitimizers, and are top influentials using Beal's definition. 3. Define power structure. 4. Discuss a situation in which the power structure of the community might have a major influence on the curriculum of the public schools relative to the education of any group of exceptional children.

Competency Component: 6.3.4 To assist the trainee in understanding the community as a source of influence on curriculum development.

Behavioral Objective: 6.3.4.1 The trainee will be able to demonstrate familiarity with the concept of power structure in the community.

Activity No.	*Evaluation Criteria*
6.3.4.1.B	Although the basic assignment for this activity is to have the trainee list 10 reasons why curriculum consultants should become familiar with the power structure of the community in which he works, review with the trainee the audiotape from the Monroe City simulation materials. Listen to the tape together (16 minutes) and have the student relate the implications of the tape to his or her own community. There is a fair amount of hostility expressed in the tape relative to poverty and ethnic groups. Be sure to elicit responses from the trainee regarding the possibilities of this kind of reaction from members of his own community. Following is a list of reasons why a curriculum consultant should be familiar with the power structure of the community. The trainee's responses should be similar to the following: 1. Power structures tend to be relatively stable and, knowing the basic elements of the structure will give you an advantage when having to work with members of the community on major issues relative to the curriculum. 2. The public schools (particularly the curriculum) is frequently a target of social action via the power structure of the community. 3. Presently the schools are very vulnerable because of general dissatisfaction with what is taught in the public schools, thus curriculum developers need to be alert for signs of discontent. 4. Many programs for exceptional children are cooperative projects involving the school and the community. Consequently, the power structure of the community becomes involved specifically with programs for exceptional children. 5. Parents of exceptional children represent a very heterogeneous group. Because of this some parents may well be members of powerful groups in the community or individually have considerable influences. For this reason it is to your advantage to know which groups are powerful and whether or not the parents of exceptional children are members of such groups.

Competency Component: 6.3.4 To assist the trainee in understanding the community as a source of influence on curriculum development.

Behavioral Objective: 6.3.4.1 The trainee will be able to demonstrate familiarity with the concept of power structure in the community.

Activity No.	*Evaluation Criteria*
6.3.4.1.C	Although the trainee is free to select a community of his choice, encourage him to select one that is sufficiently large to warrant a public school program for exceptional children. It is not feasible to set up criteria specifically for the elements being included in their analysis of the community. However, through questions you should be able to determine whether or not they have viewed closely the community and made appropriate selections. Give particular attention to question "e" regarding sources of opposition to school improvement. Try to determine whether or not they hold particular biases or whether they have some foundation for their identification of sources of opposition.

Competency Component: 6.3.4 To assist the trainee in understanding the community as a source of influence on curriculum development.

Behavioral Objective: 6.3.4.2 The trainee will be able to synthesize the role of the community and public opinion as a source of influence on the curriculum.

Enabling Activities	*Resources*	*Comments*
6.3.4.2.A Three references are suggested as background for this activity. The reference by Sanders is basically a primer on social action in the community. If you have a limited background in sociology relative to small communities, you will find a review of this reference helpful. The other three references are specific to community influences on the curriculum and are required reading. After studying the references, obtain access to a daily newspaper in a community with which you are familiar. Select issues for any consecutive two week period of time. Review each issue and compile a file of clippings or articles which pertain to attempts by the community or elements of the community to influence the curriculum. Be prepared to justify your reasoning for selecting the articles.	6.3.4.2.A Readings Sanders, Irwin R. Making Good Communities Better. University of Kentucky Press, 1953. Vars, Gordon F. and Lowe, William T. "Societal Forces Influencing Curriculum Decisions." Review of Educational Research. June 1963, Vol. XXXIII, No. 3, pp. 254-267. Phenix, P. H. "Curriculum" in Contemporary Thought on Public School Curriculum, by Short, E. C. and Marconnit, G. D. William C. Brown Publishers, 1968. Crosby, Muriel, "Who Changes Curriculum and Why." In Curriculum: Quest for Relevance, by William Vantil, pp. 201-210. Houghton Mifflin Co. 1971.	

Behavioral Objective Continued:

6.3.4.2 (continued)

6.3.4.2.B

Write a two page paper describing the role of the community in influencing the curriculum. If you use references, footnote them appropriately.

Competency Component: 6.3.4 To assist the trainee in understanding the community as a source of influence on curriculum development.

Behavioral Objective: 6.3.4.2 The trainee will be able to synthesize the role of the community in reflecting values and public opinion as a source of influence on the community.

Activity No.	*Evaluation Criteria*
6.3.4.2.A	Below is a bibliography of several articles which were selected by students field testing this activity and which are considered appropriate. Use these as a frame of reference in deciding on whether or not the trainee has successfully fulfilled this activity. In the event that the trainee selects a two-week period of time in which a campaign is on relative to a bond issue or to a school board election, examine the articles closely to be sure that they are not redundant themes of one issue. Encourage the student to be representative in his or her selection of articles appearing in the paper.

Phenix, P.H. "Curriculum," Philosopy of Education, by Holt, Rinehart and Winton, Inc. Pp. 57-75, 1958.

Popham, J.W. A Curriculum Rationale. Vimcet Associates, 1969.

Crosby, M. "Who Changes the Curriculum and How," In Phi Delta Kappan, March, 1970. Pp 385-389.

Competency Component: 6.3.4 To assist the trainee in understanding the community as a source of influence on curriculum development.

Behavioral Objective: 6.3.4.2 The trainee will be able to synthesize the role of the community in reflecting values and public opinion as a source of influence on the community.

Activity No.	*Evaluation Criteria*
6.3.4.2.B	Again in this activity we are concerned with the content as well as the writing style and ability of the trainee to communicate in written form. Thus, be sure to evaluate the trainee's response from both perspectives. Reference should be made by the trainee to the following: 1. The community plays a monitoring role regarding the curriculum. 2. The community stimulates the school to modify the curriculum in order to accommodate the specific needs of certain groups. 3. The community supports the curriculum via its financial support of the public schools. 4. The community should sanction experimentation but at the same time control the breadth of experimentation in curriculum. 5. The community serves as a resource for the curriculum. 6. The members of the community should participate in decision making regarding objectives and goals of the curriculum. 7. The community should serve as a field testing site for curriculum research.

Competency Component: 6.3.4 To assist the trainee in understanding the community as a source of influence on curriculum development.

Behavioral Objective: 6.3.4.3 The trainee will be able to formulate a series of six questions designed to elicit information regarding the community as a source of influence on the curriculum.

Enabling Activities	*Resources*	*Comments*
6.3.4.3.A Thus far in this competency component you have been exposed to material related to large urban settings and smaller more rural communities. Select a community and briefly describe its identifying features. Having done this, prepare a list of six questions designed to elicit information regarding the degree to which the community has influenced the curriculum in the public schools. Assume that these questions will later serve as a basis for conducting a study on community influences. Also orient at least one of your questions toward community influence regarding curriculum for exceptional children.		If you need references in preparation for this activity, see your instructor.

Competency Component: 6.3.4 To assist the trainee in understanding the community as a source of influence on curriculum development.

Behavioral Objective: 6.3.4.3 The trainee will be able to design a plan for determining the degree to which a community has influenced the curriculum in a selected community.

Activity No.	*Evaluation Criteria*
6.3.4.3.A	The purpose for having the trainee describe the basic features of the community is merely to give you some frame of reference regarding the type of community he has in mind. The six questions that he is to formulate will be aimed at soliciting information regarding how the community has influenced the curriculum in the public schools. The following are examples of such questions: 1. Is the community actively involved with the public schools in terms of PTA, special study committees, attendance at board meetings? 2. Does the community pass bond issues and in general support the public school budget? 3. Does the mass media carry news items pertaining to the instructional program? 4. Do the public school administrators view input from the community as essential to curriculum decisions? 5. How long has the school district operated special education programs for exceptional children? 6. Are there specific individuals in the community who are perceived as self-appointed watchdogs of the curriculum?

Competency Component: 6.3.4 To assist the trainee in understanding the community as a source of influence on curriculum development.

Behavioral Objective: 6.3.4.4 The trainee will be able to obtain information from an administrator regarding how the community at some time in the past has attempted to influence the curriculum.

Enabling Activities	*Resources*	*Comments*
6.3.4.4.A As a curriculum consultant for exceptional children new to a school system you will rely a great deal on informants to obtain information on the community. In many cases your informants will be acquaintances you make outside the school. Such people might be members of your church or synagogue, service club, neighborhood or local business men. However, it will also be important to tap sources within the school organization. School board members are an excellent source since they generally are persons who have been in the community for some time, are interested in schools and have a history of public service. At the same time they may not be accessible to you. By this it is meant that as an employee of the board most of your dealings will be through your superintendent or assistant superintendent. Thus you will not immediately have an opportunity to become personally acquainted with them. For this reason administrative personnel within the district structure will be more appropriate. Keep in mind	6.3.4.4.A Resource File 6.3.4.4.A	

Behavioral Objective Continued:

6.3.4.4.A (continued)

that each person has his own perspective of the community and they may be influenced more by their general feeling toward the community than their experience with the community on school matters.

In this activity you are to obtain information from an administrator on how the community has attempted to influence the curriculum.

Principals may be more sensitive to specific attempts at influencing the curriculum than superintendents or assistant superintendents. Resource File 6.3.4.4.A contains a list of considerations to be used as a guide in obtaining the information. If you use the interview technique you may tape the interview if you like, but a written summary must also be submitted. If you use a questionnaire technique, the questionnaire and the summary must be submitted to the instructor.

Competency Component: 6.3.4 To assist the trainee in understanding the community as a source of influence on curriculum development.

Behavioral Objective: 6.3.4.4 The trainee will be able to formulate a series of six questions designed to elicit information regarding the community as a source of influence on the curriculum.

Activity No.	*Evaluation Criteria*
6.3.4.4.A	In this activity we are concerned with the technique employed (interview or questionnaire) and the substance of the information derived regarding the perspective of administrators of how the community has attempted to influence the curriculum. Examine closely the questionnaire, protocol to be used in the interview, or the general contents of the tapes should they use a tape procedure. The following guidelines should be considered. These guidelines should also be put into a resource file. Considerations 1. What role do administrators in different positions play in curriculum development activities? 2. Who has been in their administrative position for the longest period of time? 3. Are the individuals in administrative positions inclined to form opinions quickly? 4. What is the relationship in general between specific administrators and community groups? 5. Is the administration open to suggestions from the community? 6. Does the community maintain a systematic process of involving community groups and individuals in curriculum decisions?

Competency Component: 6.3.4 To assist the trainee in understanding the community as a source of influence on curriculum development.

Behavioral Objective: 6.3.4.5 The trainee will be able to design a plan for determining the degree to which a community has influenced the curriculum in a selected community.

Enabling Activities	*Resources*	*Comments*
6.3.4.5.A In activity 6.3.4.4.A you obtained information from an administrator regarding attempts of the community to influence the curriculum. Since your source was mainly confined to a single person within the school organization you cannot be certain that your information is inclusive or objective. In this activity you are to design a plan for conducting a study of the community to determine its influence on the curriculum. It will be necessary to select an event which is sufficiently recent so that if the study was actually carried out you would obtain meaningful results. Your design should contain the following: (1) Description of the situation in which community influence supposedly took place. (2) The school population most directly affected. (3) The community groups most directly affected.		Although you are not required to carry out the study, you may do so if you would like to.

Behavioral Objective Continued:

6.3.4.5A (continued)

(4) Procedure for determining whose view you would tap.

(5) Procedure for sampling if you were to survey groups of people.

(6) Survey instrument you would use, if any.

(7) Estimate of the time involved in conducting the study.

(8) Caution you would exercise in interpreting the data collected.

Competency Component: 6.3.4 To assist the trainee in understanding the community as a source of influence on curriculum development.

Behavioral Objective: 6.3.4.5 The trainee will be able to obtain information from an administrator regarding how the community at some time in the past has attempted to influence the curriculum.

Activity No.	*Evaluation Criteria*
6.3.4.5.A	In this activity the student is to design a study, but not necessarily carry it out, relative to determining the influence of the community on a particular curriculum activity. They are free to select the community and the curriculum activity. Our concern here is primarily in terms of how they go about conducting such a study. They have been given the following design features which they are encouraged to consider. 1. Description of the situation in which community influences supposedly took place--primarily concerned here with the trainee offering a succinct statement of the curriculum activity as well as the circumstances in the community and the school surrounding this particular situation. 2. The school population most directly affected--Did the situation involve a particular group of exceptional children, a particular age level of kids in general, or a particular minority group? 3. The community group most directly affected--In general, we are referring here to the parents of the group identified in No. 2. However, it might be generalized more to a neighborhood, or an attendance center, or to be a general group. 4. Procedure for determining whose views you would tap--Are you going to use a questionnaire or interview technique in obtaining the information? 5. Procedure for sampling if you were to survey groups of people--In other words, how would the trainee decide specifically which individuals or groups to contact for feedback? 6. Survey instrument you would use, if any--will they adopt some prepared instruments or an instrument used in some other study or would they design their own instrument? 7. Estimate of the time involved in conducting the study--This is rather crucial in terms of realism, thus, encourage the trainee to come up with a good rationale for the time estimate.

Competency Component: 6.3.4 To assist the trainee in understanding the community as a source of influence on curriculum development.

Behavioral Objective: 6.3.4.5 The trainee will be able to obtain information from an administrator regarding how the community at some time in the past has attempted to influence the curriculum.

Activity No.	*Evaluation Criteria*
6.3.4.5.A (continued)	8. The following is an exercise in interpreting the data collected- The primary concern here is in terms of reliability of the information obtained. The validity, of course, will be closely related to the questions asked. If the student selected good questions for his interview and/or instrument then the information should be relatively valid. However, reliability is not a question which is of real concern at this point.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

6.3.5: To assist trainees in understanding the importance of values as a source of influence on curriculum development.

Behavioral Objectives:

6.3.5.1: The trainee will be able to describe the importance of a curriculum consultant in being familiar with values held by staff and community constituents.

6.3.5.2: The trainee will be able to differentiate between values which warrant consideration in curriculum development and those which do not.

6.3.5.3: The trainee will be able to prepare a report for a board of education calling for a curriculum change based on a value ladened reason.

6.3.5.4: The trainee will be able to develop workable solutions to value-type curriculum problems.

Competency Component: 6.3.5 To assist trainees in understanding the importance of values as a source of influence on curriculum development.

Behavioral Objective: 6.3.5.1 The trainee will be able to describe the importance of a curriculum consultant in being familiar with values held by staff and community constituents.

Enabling Activities	*Resources*	*Comments*
6.3.5.1.A Rarely do we encounter individuals who do not hold strongly to some conviction. In many cases their convictions or values are reflected in their life styles and behavior. In other cases they represent a goal to strive for. Values may pertain to a concern for hard work, to an emphasis on possession, or to relationships with other people. While values are held by individuals, there are also group values which are shared by a number of people, and the individual is perceived by others as part of the group which hold certain values rather than an individual holding a particular value. The school through the curriculum must respond to two areas of concern regarding values. On one hand values are taught relative to moral behavior. This is a precarious situation in that too often moral education is perceived as a religious institution. However, through teachers as models and curriculum content, certain behaviors are reinforced and for the most part these are behaviors which could be construed	6.3.5.1.A Resource File References: Wilson, John. "Morality, Reason, and Education," in Curriculum, edited by Levit, Martin. Illinois Books, 1971 Chicago. pp. 58-72. ASCD Yearbook, 1962. NEA, Washington, D.C. Chapter 13, pp. 198-212. Trow, William C. Paths to Educational Reform. Educational Technology Publications: Englewood Cliffs, N. J., 1971. pp. 52-62. Lane, Howard A. On Educating Human Beings. Follett, 1964, Chicago. pp. 81-89. Optional Reading: Kohl, Herbert. 36 Children. The New American Library, Inc.: New York, 1968.	Wilson presents a discussion on values and the individual's perception of values. He also relates values to the educational process. The ASCD 1962 Yearbook contains several good selections. Chapter 13 offers an excellent orientation for teachers to the topic of values. It also focuses on curriculum from the perspective of educational practices. Trow offers a summary type discussion on values and the school. He relies heavily on a historical appeal to the topic. Lane's article is a speech on the role of the community. It, in essence, is a phflosophical statement.

Behavioral Objective . Continued:

6.3.5.1.A (continued)

as moral in nature and for the good of society.

Honesty, consideration for others, good work habits, helpfulness, etc., fall into this category. Then there is the other dimension which involves the acknowledgement and respect of the values held by individuals and communities. These may involve religious beliefs, life styles, values on certain activities, or concern for what the home should be responsible for rather than the school. Thus we find the school serving as an influencing force on the values formed by children and also as an agency responding to the values of individuals and groups.

Added to these tasks is the problem created by the role that people play in carrying out the mission of the school. Teachers often find their own values in conflict with those of their students or parents of students. This complicates the process of accommodating values andinfluencing values within the domain of the school's responsibility.

The references selected for this activity are varied and intended to assist you in developing a frame of reference on the importance of values and their potential influence on curriculum.

Behavioral Objective *Continued:*

6.3.5.1.A (continued)

Develop a list of reasons why you as a curriculum consultant for exceptional children should be familiar with the values held by people in your community as well as those held by staff members with whom you work. Formulate three reasons which pertain to each of the following groups:

(1) students

(2) staff

(3) parents

(4) community members other than parents

Competency Component: 6.3.5 To assist trainees in understanding the importance of values as a source of influence on curriculum development.

Behavioral Objective: 6.3.5.1 The trainee will be able to describe the importance of a curriculum consultant in being familiar with values held by staff and community constituents.

Activity No.	*Evaluation Criteria*
6.3.5.1.A	The trainee is required to develop a list of reasons why a curriculum consultant for exceptional children should be familiar with values held by people in the community as well as by staff members. Following is a list of possible reasons according to the four categories included in the activity.

A. Students

1. Students represent a major source of communication with parents. Thus, one way of communicating to parents a respect for their own values is to acknowledge the values of the students.

2. Exceptional children particularly are often times confused regarding their perceptions themselves. Therefore, it is important for a curriculum consultant in working with teachers to impress upon them the importance of placing emphasis on the individual developing himself and formulating good attitudes, as well as respect for his own cultural background.

3. Students need to have control of their environment. School represents the primary environment of the child during his formative years, thus, it is important for the student to play a role in deciding what he is to be taught as well as how it is to be taught. The curriculum consultant can influence this via work with the teacher regarding attitudes toward students.

B. Staff

1. Rarely do you find a staff which is uniform in terms of values and beliefs. For the most part, there will be a great deal of variance among individuals on the staff regarding values. As a curriculum consultant you will work with most staff members, thus, you need to be aware of the values they hold and how these values compare with the general intent of the curriculum.

Competency Component: 6.3.5 To assist trainees in understanding the importance of values as a source of influence on curriculum development.

Behavioral Objective: 6.3.5.1 The trainee will be able to describe the importance of a curriculum consultant in being familiar with values held by staff and community constituents.

Activity No.	*Evaluation Criteria*
6.3.5.1.A (continued)	2. In many cases you will find yourself having to encourage a teacher to stress something in the curriculum or behave in such a way that it is in opposition to what she perceives as a value or a mode of behavior. 3. The differences in background between students and teacher often create problems in the classroom. You will need to assist teachers in developing a sense of objectivity under such circumstances. This will particularly be true in the area of the mildly mentally retarded and the mildly emotionally disturbed. C. Parent 1. Although a curriculum consultant may not work specifically with individual parents, he will work with groups of parents at times regarding curriculum changes and curriculum development activities. 2. It is important to anticipate responses of parents. Thus, knowing the attitudes and values of parents as groups will allow you to determine strategies in advance. D. Community Members 1. In terms of financial support for curriculum activities, this is derived via support of the community in general, not just parents of exceptional children. 2. Frequently a curriculum consultant will need to go to a community organization for support and even for materials at times. Consequently, it is important to be familiar with the values and general attitudes of the community. 3. A curriculum might involve placing a handicapped child in a work setting in the community. If you are involved with rather severly handicapped individuals you may encounter

Competency Component: 6.3.5 To assist trainees in understanding the importance of values as a source of influence on curriculum development.

Behavioral Objective: 6.3.5.1 The trainee will be able to describe the importance of a curriculum consultant in being familiar with values held by staff and community consituents.

Activity No.	*Evaluation Criteria*
6.3.5.1.A (continued)	some negative sets on the part of individuals in the community pertaining to the school subsidizing such training. 4, In the area of the trainable mentally retarded you may find that some community groups do not perceive this as education and you will need to cope with this kind of response. This will become increasingly more important when the movement toward providing for the profoundly mentally retarded in the public schools gains momentum.

Competency Component: 6.3.5 To assist trainees in understanding the importance of values as a source of influence on curriculum development.

Behavioral Objective: 6.3.5.2 The trainee will be able to differentiate between values which warrant consideration in curriculum development and those which do not.

Enabling Activities	*Resources*	*Comments*
6.3.5.2.A Resource File 6.3.5.2.A contains a list of 10 value type statements. Identify three which warrant receiving serious consideration in curriculum development for exceptional children. Indicate your reasoning for each choice. Having completed this task indicate whether you agree with the statements and whether or not you believe that there is sufficient evidence to support the statements.	6.3.5.2.A Resource File 6.3.5.2.A	

Competency Component: 6.3.5 To assist trainees in understanding the importance of values as a source of influence on curriculum development.

Behavioral Objective: 6.3.5.2 The trainee will be able to differentiate between values which warrant consideration in curriculum development and those which do not.

Activity No.	*Evaluation Criteria*
6.3.5.2.A	The trainee is to select three of the following ten value statements and indicate why they warrant receiving serious consideration in curriculum development for exceptional children. They are also to indicate their agreement or disagreement with this statement. In general any of the ten could be construed as having implications for exceptional children, thus, you will want to dwell on the reasoning and logic for selection. 1. Black children, in general, have lower intelligence quotients than white children. 2. Sex education is the responsibility of the home and not the school. 3. Only children who can profit from education should be included in public schools supported by public funds. 4. Pregnant girls should not be allowed to attend school. 5. Religion should be taught in the public schools as a course in history. 6. All children should be clean and neatly dressed when attending school. 7. Proper standard English should be used at all times in the public schools. 8. No special provision should be made for any child regardless of his learning problem. 9. Children should be taught only the basic three r's. 10. College preparatory programs should be reserved for only those who obviously have potential for higher education.

Competency Component: 6.3.5 To assist trainees in understanding the importance of values as a source of influence on curriculum development.

Behavioral Objective: 6.3.5.3 The trainee will be able to prepare a report for a board of education calling for a curriculum change based on a value ladened reason.

Enabling Activities	*Resources*	*Comments*
6.3.5.3.A Even though your role as a curriculum consultant for exceptional children is aimed at facilitating the education of handicapped children you will often find yourself assuming roles which are concerned with issues applicable as much to general as to special education. Resource File 6.3.5.3.A contains a list of quotes which are representative of feelings held by an elementary school faculty on the inclusion of Black History in the fifth grade social studies curriculum. Further assume that you were chosen by the curriculum committee as responsible for making a recommendation to the Board of Education. In making the recommendation, consider the following: (1) Will the evidence of Black History be a separate unit or integrated into the History curriculum? (2) Will all students be required to take it?	6.3.5.3.A Resource File 6.3.5.3.A (U.C.E.A. Black History 2.4 from the Teacher Data Bank.)	

Behavioral Objective *Continued:*

6.3.5.3.A (continued)

(3) Will it be taught by the regular social studies teacher or a special teacher?

(4) Who will be responsible for determining content?

(5) Keep in mind the views reflected in the questions.

Your recommendation should be in written form and not exceed three pages.

Competency Component: 6.3.5 To assist trainees in understanding the importance of values as a source of influence on curriculum development.

Behavioral Objective: 6.3.5.3 The trainee will be able to prepare a report for a board of education calling for a curriculum change based on a value ladened reason.

Activity No.	*Evaluation Criteria*
6.3.5.3.A	In this activity the trainee is required to review the discussion on black history from the Monroe City public schools' data bank. The intent of this activity is to expose the trainee to attitudes held by faculty members regarding minority groups and to consider these attitudes in formulating a recommendation. Since the situation is hypothetical and the information is somewhat sketchy, there is no particular expected outcome in terms of the recommendation. However, it is important that you probe the trainee regarding his recommendation relative to the attitudes reflected in the data bank. Assume that the attitudes reflected in the data bank are representative and should the trainee make a recommendation which appears extreme in contrast to the quotes, check on his logic and try to get at whether or not he is expressing his own bias or whether he is really attempting to interpret the feelings as reflected in the quotations.

Competency Component: 6.3.5 To assist trainees in understanding the importance of values as a source of influence on curriculum development.

Behavioral Objective: 6.3.5.4 The trainee will be able to develop workable solutions to value-type curriculum problems.

Enabling Activities	*Resources*	*Comments*
6.3.5.4.A Blindly select three of the five in-basket problems contained in Resource File 6.3.5.4.A. For each one selected describe your solution. The solution can be recorded on an audio tape or prepared in written form. Also complete the check sheet for each problem.	6.3.5.4.A Resource File 6.3.5.4.A	

Competency Component: 6.3.5 To assist trainees in understanding the importance of values as a source of influence on curriculum development.

Behavioral Objective: 6.3.5.4 The trainee will be able to develop workable solutions to value-type curriculum problems.

Activity No.	*Evaluation Criteria*
6.3.5.4.A	Following is a list of the in-basket file for 6.3.5.4.A. Probably the best way to handle this particular activity is to engage three or four trainees in a seminar session and have them share their reactions on the in-basket items they selected. This will allow you to check the insight of trainees regarding items which others selected but which they did not. The important outcome here is to encourage them to consider all variables. You may find it helpful to take an opposing point of view regarding how they handle a particular item. This could be done to challenge them and also to see how they respond to opposition. This is something that they will encounter when they fulfill their consulting roles.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

6.3.6: To assist trainees in understanding financial resources as a source of influence on curriculum development.

Behavioral Objectives:

6.3.6.1: The trainee will be able to identify the sources of financial support available to local school districts.

6.3.6.2: The trainee will be able to analyze a school district budget to determine the specific allocations to curriculum type activities.

6.3.6.3: The trainee will be able to describe the probably consequence for curriculum activities of a 25% cutback in the budget of a local district.

6.3.5.4: The trainee will be able to identify sources of financial support for curriculum activity in special education which are from outside the school district.

Competency Component: 6.3.6 To assist trainees in understanding financial resources as a source of influence on curriculum development.

Behavioral Objective: 6.3.6.1 The trainee will be able to identify the sources of financial support available to local school districts.

Enabling Activities	*Resources*	*Comments*
6.3.6.1.A The objective is the trainee will be able to identify the sources of financial support available to local school districts. In contrast to influences such as cultural or subject matter influences, financial resources represent an influence on the curriculum which has its impact immediately. Financial resources are necessary for support of the development project as well as for implementation. Although curriculum development activities represent a comparatively small proportion of the budget, these funds are also those funds which are more readily deleted from the budget when fiscal problems occur. The instructional costs, in terms of teachers' salaries, maintenance of the physical plant, and costs of transportation are basically constants which must be met. Whereas, costs of new materials, funds for support of a curriculum development activity, publishing of curriculum guidelines, etc., are items which can be reduced or deleted inoorder to balance the budget. On the other hand,	6.3.6.1.A Jarvis, Oscar T., Gentry, Harold W., Stephens, Lester D., Public School Business Administration and Finance. Parker Publishing Co., Inc. West Nyack, New York, 1967, pp. 111-130.	

6.3.1.6.A (continued)

financial resources do materialize which are aimed specifically at curriculum development and which can be utilized if curriculum development personnel are sufficiently aware of them and respond accordingly to the proposals. During recent years there has been an increase in federal funds for support of curriculum development activities in general education as well as specifically for exceptional children.

A curriculum consultant need not be a financial expert, but he should be sufficiently familiar with the budget and sources of revenue so that opportunities for obtaining financial support for curriculum development activities are not overlooked. At the same time he needs to be in the position to advise administrators regarding feasible cut-backs when fiscal problems occur.

It should also be pointed out that educational programs for exceptional children are generally rather costly due to the low pupil-teacher ratio and the special equipment required. Programs also become vulnerable during tight fiscal restraints.

Most books on budgeting, school finance, and school fiscal policy begin with a discussion which suggests that budgeting follows program specifications. They enforce the view that the curriculum, in essence, determines

6.3.6.1.A (continued)

financial needs. However, there is a tendency to resort to protecting the budget primarily from the frame of reference of number of pupils and teachers required. While an increase in costs may not be proportionate to improved quality in curriculum, there is a cost factor related to quality. If a curriculum consultant is to provide effective leadership in carrying out curriculum development activities, then he needs to have sufficient resources to support the development efforts. Read the selection by Jarvis, Gentry, and Stephens. This particular chapter does not focus specifically on sources of revenue, however, it will give you a frame of reference regarding the expenditures involved in operating a school district. This background will be helpful to you as you undertake the subsequent activities in the competency component.

Revenue sources available to s school districts are generally grouped into three categories; namely, local resources, state resources, and federal resources. Chapters 1, 2, and 3 of the previously mentioned text discuss the sources of revenue. Your assignment in this activity is to identify the specific means by which school districts obtain financial aid through these three resources. You are free to use whatever options you elect in identifying this information. You can review the first three chapters of the above mentioned text,

Behavioral Objective *Continued:*

6.3.6.1.A (continued)

elect other references on school finance, interview a school administrator, select a person who has budgeting responsibilities in the school district.

Competency Component: 6.3.6 To assist trainees in understanding financial resources as a source of influence on curriculum development.

Behavioral Objective: 6.3.6.1 The trainee will be able to identify the sources of financial support available to local school districts.

Activity No.	*Evaluation Criteria*
6.3.6.1.A	In this particular activity the trainee was assigned the task of identifying the specific means by which school districts obtain financial aid through local, state, and federal sources. Although the trainee was given the option of determining his own approach to obtaining this information, one criteria for successful completion of this activity is that he select an authoritarian type of source. For example, he should have elected to spend time interviewing a school administrator responsible for budgetary matters or utilize a recognized literature reference on school budgeting. The following are examples of sources which he should have identified. 1. Local level A. Tax levies B. Bond issues C. Tuition D. Food service E. School activites F. Delinquent taxes G. Sometimes special fines assessed by the city or county are made available to the public schools. 2. State A. State aid based on a foundation program or categorical aid B. Special aid such as vocational education, special education C. Transportation aid D. Funds derived from special programs such as Title VI from the division of special education 3. Federal sources A. Elementary Secondary Act B. Food service C. Surplus D. Special grants

Competency Component: 6.3.6 To assist trainees in understanding financial resources as a source of influence on curriculum development.

Behavioral Objective: 6.3.6.2 The trainee will be able to analyze a school district budget to determine the specific allocations to curriculum type activities.

Enabling Activities	*Resources*	*Comments*
6.3.6.2.A Resource File 6.3.6.2.A contains a copy of an actual budget for a school district. Review this budget and compare it with the suggested procedures contained in the selected reference by Jarvis, Gentry, and Stephens. Pay particular attention to the format of the budget in terms of expenditure accounts and procedures utilized for presenting the expenditures and appropriated expenditures. Specifically you are to identify the variances in the sample budget from the procedures proposed in the selected reference. 6.3.6.2.B View the sample budget in Resource File 6.3.6.2.A and identify all items which you feel are related to curriculum. Total the allocations alloted for these items and determine the percent of the budget projected for curriculum related activities. Use the budget appropriation column for your estimates. Be prepared to explain	6.3.6.2.A Resource File 6.3.6.2.A	

Behavioral Objective *Continued:*

6.3.6.2.B (continued)

why you selected certain items as being related to curriculum expenditures.

Should you encounter difficulty determining which items are related to curriculum, summarize the problems you are running into and present these to your instructor.

Competency Component: 6.3.6 To assist trainees in understanding financial resources as a source of influence on curriculum development.

Behavioral Objective: 6.3.6.2 The trainee will be able to analyze a school district budget to determine the specific allocations to curriculum type activities.

Activity No.	*Evaluation Criteria*
6.3.6.2.A	In this activity the trainee is to compare the sample budget in Resource File 6.3.6.2.A with the expenditures account format suggested by Jarvis, Gentry, and Stevens on page 120. The sample budget is an actual budget for operating a school district. It was prepared in 1964-1965 and the Jarvis, et al. book came out in 1967. The account classifications are almost identical. There is some variance in terms of budget item titles, for example, code number 1400 is referred in the budget as payment between districts whereas the text refers to 1400 as outgoing transfer accounts. However, the contents of this particular item are basically the same in both examples. The major variance is that the sample budget has deleted a 300 code number where as the text uses a 300 code number to designate attendance services. The budget also follows the recommendations of Jarvis, et al. in that the budget utilized is three columns, namely actual expenditure for the previous, current, and projected years. An itemized breakdown of each account classification is presented following the summary budget. It is possible for a reviewer to identify specific allocations within budget classifications. Where explanations are necessary, a footnoting system is utilized.
6.3.6.2.B	The trainees are assigned two tasks in this particular activity. First of all they are required to identify all items appearing in the sample budget in resource file 6.3.6.2.B which pertain to curriculum. They are then also to indicate any difficulties they encounter in trying to determine which items do pertain to curriculum. This is a rather tricky assignment in that sufficient information is not provided in the budget for the trainee to sort out specifically those expenditures allocated to curriculum development activities. For example, the supervisors are not delineated in terms of curriculum supervisors, there are a number of allocations which are identified

Competency Component: 6.3.6 To assist trainees in understanding financial resources as a source of influence on curriculum development.

Behavioral Objective: 6.3.6.2 The trainee will be able to analyze a school district budget to determine the specific allocations to curriculum type activities.

Activity No.	*Evaluation Criteria*
6.3.6.2.B (continued)	only by topic, such as social studies, business education, etc. It is not feasible for the trainee to determine which pertain to curriculum development and which pertain merely to the acquisition of materials. The correct response would be for the trainee to indicate major problems relative to delineating specific costs, but at the same time to identify some general categories which would primarily relate to curriculum. For example, certain salary costs relative to building principals, as well as to curriculum consultants, could be allocated to curriculum development activities. Certainly, certain aspects of instruction could as well. Thus within code 100 and code 200 there would be several expenditures which would be curriculum development in nature. Thus, the trainee should identify 100 and 200 code items as contributing to curriculum expenditures.

Competency Component: 6.3.6 To assist trainees in understanding financial resources as a source of influence on curriculum development.

Behavioral Objective: 6.3.6.3 The trainee will be able to describe the probable consequence for curriculum activities of a 25 percent cutback in the budget of a local district.

Enabling Activities	*Resources*	*Comments*
6.3.6.3.A As previously pointed out, curriculum related activities are frequently the first to feel the impact of budgetary cuts. This creates a variety of problems in that curriculum development activities are future oriented and when a development activity is cut out for a particular year this sets back implementation of the desired change. At the same time the enthusiasm held by staff members regarding participation in the curriculum development activity will lessen due to the setback. There are several ways in which the cutbacks occur. In many cases budgets are projected a year in advance and for some reason no increase is allowed. To some people this implies that the school district will operate on the same budget as the previous year. However, in reality this does represent a cutback. For example, there is a general increase in costs of materials as well as increases in salaries. At the same time there might well be an increase in student enrollment. Resource File 6.3.6.3.A contains a formula for projecting	6.3.6.3.A Resource File 6.3.6.3.A	

Behavioral Objective Continued:

6.3.6.3.A (continued)

budget estimates. Use the data included in the same resource file to compute a budget estimate.

6.3.6.3.B

Resource File 6.3.6.3.B contains an in-basket item. Review the in-basket item and complete the assignment. The activity primarily requires you to anticipate the consequences of a 25 percent cutback in budget. Read the in-basket item carefully. You may want to visit with teachers or other school personnel regarding the implications of such a cutback prior to completing your response. Keep in mind that while a 25 percent cutback may appear to be somewhat extreme that cutbacks of this magnitude on specific projects in the area of curriculum consultant you will encounter situations of this type and need to be prepared to respond appropriately and at the same time guard against abandoning objectives for curriculum development activities.

6.3.6.3.B

Resource File 6.3.6.3.B

Competency Component: 6.3.6 To assist trainees in understanding financial resources as a source of influence on curriculum development.

Behavioral Objective: 6.3.6.3 The trainee will be able to describe the probable consequence for curriculum activities of a 25% cutback in the budget of a local district.

Activity No.	*Evaluation Criteria*
6.3.6.3.A	View the resource file which contains the formula to be applied and sufficient information to compute the formula. The correct figure is blank for the projected budget. If the trainee makes an error, be sure that he reviews his calculations to identify the specific source of the error.
6.3.6.3.B	Before evaluating the trainee's response be sure to review the resource file containing the in-basket problem. (1) Repercussions of staff. They should indicate such things as the following. Staff members may be (1) disgruntled, (2) antagonistic toward the administration, (3) very fatalistic in their attitude having already been on a restricted budget and during this period of time investing beyond the call of duty in the planning effort, (4) unwilling to invest additionally in the planning effort, (5) preoccupied with the impact the cut may have on their salaries rather than programming. Presentation to staff; since the consultant is in a leadership role and very much concerned with both the welfare of his colleagues and with sustaining some of the planning effort and hopefully salvaging some implementation in his attempt to overcome the reaction of the staff, such things as the following might be stressed: (1) The planning process had been sound and very adequate specifications exist for what needs to be provided for children of learning disabilities. Thus, we have a basis for pursuing additional support. (2) Other districts are experiencing similar actions. (3) We are in a good position in that we have our criteria established and when funds do become available we will be in a position to move. (4) We have the professional responsibility to participate in resolving the problem and contributing to a sound education for the children within the resources that we do have available.

Competency Component: 6.3.6 To assist trainees in understanding financial resources as a source of influence on curriculum development.

Behavioral Objective: 6.3.6.3 The trainee will be able to describe the probable consequence for curriculum activities of a 25% cutback in the budget of a local district.

Activity No.	*Evaluation Criteria*
6.3.6.3.B (continued)	To a PTA. Since the PTA represents a source of social action which might repair the budget, the curriculum consultant has the responsibility to encourage such activity but at the same time not to build an attitude of pessimism on the quality of education to come should the budget not be repaired. 1. Stress the soundness of the planning that has been done for the special project. 2. Reinforce upon a view that there are a large number of children in need of such services. 3. Emphasize that teachers have given freely of their time in the planning process and that they are willing to continue this extra investment but that resource teachers are needed. 4. Indicate that the PTA should communicate its concerns. 5. Site the special project as one example of what will probably be deleted from the budget should the cut not be reinstated. Speculation on alternatives for the special project 1. Obtain release time on a part-time basis for selected teachers currently in the system. 2. Negotiating with an institution of higher education to make available graduate students to assist. 3. Produce guidelines on the supplementary materials in a manual form and incorporate into the in-service training program sessions on how best to utilize the materials even though a consultant teacher is not available. The above are guidelines. In reviewing the trainee's response be alert for a train of thought which is completely pessimistic in nature. Remind the consultant that he must respond to pessimism; that he has a responsibility to assist staff members in overcoming such an attitude.

Competency Component: 6.3.6 To assist trainees in understanding financial resources as a source of influence on curriculum development.

Behavioral Objective: 6.3.6.4 The trainee will be able to identify sources of financial support for curriculum activity in special education which are from outside the school district.

Enabling Activities	*Resources*	*Comments*
6.3.6.4.A During recent years there has been an increase in opportunities to obtain financial support for curriculum development activities. In general these opportunities have come about through legislation at the federal level. However, some of the funds which are available for curriculum development activities for exceptional children are administered through states by the individual state departments of public instruction. Title VI is one funding source which is administered by state departments of public instruction. There are other avenues for funding which emanate directly from the Bureau for the Education of Handicapped Children in the U. S. Office of Education. The Bureau makes awards directly to universities and public school agencies, but not private agencies. The Bureau also facilitates the acquisition of support by local school districts for curriculum development activities. This occurs as a result of their funding a network of instructional materials centers as well as regional resource centers and research and development		

Behavioral Objective Continued:

6.3.6.4.A (continued)

centers as part of their mission do at times engage local districts in curriculum development activities. In many cases they are responsive to suggested ideas and if they are unable to support such efforts financially frequently they will provide consultive services as well as use of their facilities for such development. See Resource File 6.1.3.3.A for a listing of such facilities. Prepare a list of resources outside the local school district which would present opportunities for financial assistance to local school districts in development of curriculum development activities for exceptional children. The two major sources are going to be the Bureau for Education of the Handicapped and the State Department of Public Instruction. Confer with your instructor to determine other trainees working on this activity. It is permissable to collectively work with other trainees in terms of arranging a meeting with representatives from the State Department of Public Instruction. Within this agency you should confer with a representative from the Division of Special Education. The Division should also be in a position to provide you with information regarding the funds available from BEH. In addition to developing a list of possible sources, describe the manner in which you approached this particular activity.

Competency Component: 6.3.7 To assist trainees in identifying the learner as a source of influence on curriculum development.

Behavioral Objective: 6.3.7.1 The trainee will be able to describe the characteristics of learners which warrant attention in curriculum development.

Enabling Activities	*Resources*	*Comments*
6.3.7.1.A Because of your interest in exceptional children the learner as a source of influence on curriculum will be of primary importance to you. This does not mean that values, community resources, and financial resources are not important. However, your role is to assist teachers and administrators in providing handicapped children with the best possible education. Consequently you must be sensitive to learner variables and not only be able to recommend remedial or compensatory programming. Your academic background and experiences in teaching exceptional children should provide you with sufficient background for carrying out this activity. However, if you feel a need to review learning characteristics of exceptional children, Resource File 6.3.7.1.A contains a list of selected references. The reference by Bloom is not specific to exceptional children but it is an excellent reference on changes which occur in the process of development. You should read Chapter I; however, Chapters II and III are	6.3.7.1.A Resource File 6.3.7.1.A Bloom, Benjamin S. Stability and Change in Human Characteristics. John Wiley and Sons, Inc. w. 4, 1966. Chapter I, Chapters II and III optional.	

Behavioral Objective Continued:

6.3.7.1.A (continued)

very relevant to our concern for learner variables. You might scan these chapters to determine if they warrant further study by you.

For each of the following types of exceptionality, list five learning characteristics which should be considered in developing curriculum for that particular exceptionality.

EMR
TMR
LD
ED
OH
Blind
Partially Sighted
Deaf
Hard of Hearing

6.3.7.1.B

Resource File 6.3.7.1.B contains descriptions of ten groups of exceptional children. Based on the information provided, group the descriptions into two groups, e.g. (1) those who are sufficiently alike to be considered as one population by curriculum developers and (2) those who are sufficiently different, thus warranting separate consideration by curriculum developers. Be prepared to discuss your decision.

6.3.7.1.B

Resource File 6.3.7.1.B

Competency Component: 6.3.7 To assist trainees in identifying the learner as a source of influence on curriculum development.

Behavioral Objective: 6.3.7.1 The trainee will be able to describe the characteristics of learners which warrant attention in curriculum development.

Activity No.	*Evaluation Criteria*
6.3.7.1.A	In addition to the reading required for this activity the trainee is to identify five learning characteristics for each area of exceptionality which should be considered in developing curriculum. At least two of the following characteristics cited per category should be included in the trainee's list. Educable Mentally Retarded 1. Slow rate of learning 2. Frequently come from impoverished backgrounds 3. Frequently have a poor attitude toward school due to their history of failure 4. Will likely have interest levels more closely related to their chronological age peer group than children of similar intellectual ages 5. Tend to be very much concerned with immediate use of what they learned. Trainable Mentally Retarded 1. Very low in terms of intellectual functioning with a low probability of success in terms of academic types of tasks 2. High incidence of secondary problems such as hearing, vision, and health problems 3. Young TMR children will probably not be able to fully take care of themselves in terms of basic bodily needs 4. Extremely short retention span 5. Likely not be able to sustain attention on a particular event for a long period of time Learning Disability 1. Generally considered to have normal intellectual ability 2. Frequently have perceptual problems 3. Often have auditory perceptual problems 4. May exhibit behavior problems and be confused with emotionally disturbed children. 5. Typically have an erratic achievement pattern

Competency Component: 6.3.7 To assist trainees in identifying the learner as a source of influence on curriculum development.

Behavioral Objective: 6.3.7.1 The trainee will be able to describe the characteristics of learners which warrant attention in curriculum development.

Activity No.	*Evaluation Criteria*
6.3.7.1.A (continued)	Emotionally Disturbed 1. Will exhibit behavior which often times is disturbing to other children and typically interferes with their learning 2. Because of their emotional problems they frequently will achieve below their ability 3. Short attention span 4. Often encounter difficulty in completing tasks Orthopedically Handicapped 1. May be physically involved which inhibits their employment of manipulative skills 2. May also be mildly mentally retarded 3. Have visual problems 4. Have hearing problems 5. They have problems relative to perceptions of self Blind and Partially Sighted 1. Absence or partial loss of vision 2. May, as preschoolers, not have encountered as broad a range of experiences as normally sighted children 3. May not be achieving at their ability level due to learning problems related to vision 4. May have problems relative to views of self 5. May have other secondary health problems Deaf and Hard of Hearing 1. Absence or loss of hearing 2. Language problems 3. May not have been exposed to many activities and experiences prior to school in comparison to normally hearing children 4. Hard of hearing and deaf children might have other secondary handicaps 5. They will frequently be achieving at a level lower than their ability.

Competency Component: 6.3.7 To assist trainees in identifying the learner as a source of influence on curriculum development.

Behavioral Objective: 6.3.7.1 The trainee will be able to describe the characteristics of learners which warrant attention in curriculum development

Activity No.	*Evaluation Criteria*
6.3.7.1.B	The following poplulation descriptions have been categorized according to the two groups specified in the Activity. A. Those Groups Sufficiently Alike to be Considered as One Population by Curriculum Developers 1. Mildly emotionally disturbed children whose primary problems are behavioral in nature. 2. Learning disability children who have been diagnosed as having a disability in a particular academic subject matter area. 3. Physically handicapped children who need only assistance in the area of a special equipment in order to function in a regular class. 4. Partially sighted children with no secondary handicap. B. Those Who are Sufficiently Different thus Warranting Separate Attention by Curriculum Developers 1. Trainable mentally retarded children 2. Deaf 3. Blind 4. Disturbed children who have a secondary handicap of mental retardation or learning disability children who have compounding emotional problems You may find that trainees will differ in categorizing the groups described. It is important to remind them that we are talking about curriculum development, not instructional techniques. If we were talking about instructional techniques, they would all warrant separate consideration. However, in terms of curriculum development and determination of content, for the most part, we are talking about delineating content for children and allowing them to pursue an instructional program toward their maximum level of attainment. If the child is not hampered intellectually then there is little reason to circumscribe the curriculum content.

Competency Component: 6.3.7 To assist trainees in identifying the learner as a source of influence on curriculum development.

Behavioral Objective: 6.3.7.1 The trainee will be able to describe the characteristics of learners which warrant attention in curriculum development.

Activity No.	*Evaluation Criteria*
6.3.7.1.B (continued)	In the case of children with sensory problems, such as visual or hearing, the addition of content regarding Braille instruction and lip reading, etc., become important from the content question. You also have to teach other discriminating characteristics such as shapes and such, more extensively than you would with children without sensory problems.

Competency Component: 6.3.7 To assist trainees in identifying the learner as a source of influence on curriculum development.

Behavioral Objective: 6.3.7.2 The trainee will be able to identify four sources of information on exceptional children from the perspective of variance from a normal pattern of development.

Enabling Activities	*Resources*	*Comments*
6.3.7.2.A Select five persons who work in a capacity related to the education of exceptional children. Ask each person to identify four sources which they would refer to if they were seeking information on how exceptional children vary from a normal pattern of development. Then for the four most frequently suggested sources, identify three specific references.		

Competency Component: 6.3.7 To assist trainees in identifying the learner as a source of influence on curriculum development.

Behavioral Objective: 6.3.7.2 The trainee will be able to identify four sources of information on exceptional children from the perspective of variance from a normal pattern of development.

Activity No.	*Evaluation Criteria*
6.3.7.2.A	In this activity the trainee is asked to generate specific references by first interviewing five persons working with exceptional children, asking them to identify four sources of information on exceptional children and then the trainee is required to identify four specific references from each of these sources. While you should check the appropriateness of the reference, it is important initially to be sure that the trainee does not select five teachers of the mentally retarded, but rather selects persons who vary in terms of the role of exceptional children. This would serve as a broader base for initially determining the references. As is true in other activities we are concerned also with the format of the references in addition to the substance of the reference. We are using the APA style form.

Competency Component: 6.3.7 To assist trainees in identifying the learner as a source of influence on curriculum development.

Behavioral Objective: 6.3.7.3 The trainee will be able to describe the implications of prescriptive teaching as a means of illustrating the influence of the learner on curriculum.

Enabling Activities	*Resources*	*Comments*
6.3.7.3.A Good teaching involves the selection of methods and materials appropriate to the learning style of the learner. Some techniques are very general and provide few guidelines for the teacher in making the match between method, material and the learner. Prescriptive teaching is a process which not only requires but facilitates the teacher's efforts in selecting methods and materials specific to the needs of learners. Earlier in this module, the point was made that inspite of the controls which might be built into a curriculum, the teacher is allowed considerable freedom. Consequently, what is intended as curriculum and what is taught may at times vary. Perscriptive teaching is a process which when carried out within the construct of a specified curriculum actually improves the application of the curriculum to individual learners. If you have not completed activity 7.2.2.3.A on prescriptive teaching, do so at this time. After completing the activity, outline plans for a two hour workshop on "The Implications of Prescriptive Teaching for Educating Exceptional Children."	6.3.7.3.A Resource File Access to Activity 7.2.2.3.A	If you have already completed 7.2.2.3.A. you might want to review your notes rather than repeating the activity.

Competency Component: 6.3.7 To assist trainees in identifying the learner as a source of influence on curriculum development.

Behavioral Objective: 6.3.7.3 The trainee will be able to describe the implications of prescriptive teaching as a means of illustrating the influence of the learner on curriculum.

Activity No.

6.3.7.3.A

Evaluation Criteria

For this activity the trainee is required to develop plans for a 2-hour workshop on "The Implications of Prescriptive Teaching for Educating Exceptional Children." While you should be concerned with the content of the workshop plan, the results of the trainee's work should also be used as a point of departure for discussing what goes into developing a workshop. The trainee will not likely have completed module element 11.1 regarding in-service training. This is not the appropriate time for referring him to that particular module element, however, he should be informed that in a subsequent module he will receive instruction on approaches to designing workshops. Discuss with him at this point some very basic aspects of developing workshop plans. For example, the following points should be considered in assessing his workshop plans:

1. Were objectives specified?
2. Were activities designed specific to objectives?
3. Were provisions made for audience participation?
4. Was there some procedure for determining whether or not the audience fulfilled the objectives?
5. Did the content relate to implications of prescriptive teaching for educating exceptional children?
6. Was the amount of content described in the plan appropriate to the amount of time available (2 hour block)?
7. Was the plan in a format which makes it usable for purposes of conducting a workshop?

For purposes of comparison review the workshop prepared by Gautt and McElmurry on prescriptive teaching. The trainee should have a chance to review this workshop following preparation of his own workshop plan. Particular attention should be given to the general layout of the manual and the manner in which it is organized. This particular workshop was designed for a period of time greater than two hours. However, the same features inherent in this workshop are appropriate for any good workshop.

Competency Component: 6.3.7 To assist trainees in identifying the learner as a source of influence on curriculum development.

Behavioral Objective: 6.3.7.4 The trainee will be able to obtain feedback from the ERIC sequence on learning characteristics of exceptional children.

Enabling Activities	*Resources*	*Comments*
6.3.7.4.A If you have not satisfactorily completed activity 7.1.1.2.A on the use of ERIC, do so. After becoming proficient in the use of ERIC, select four descriptors which you feel will solicit abstracts of materials pertaining to learning characteristics of exceptional children. Initiate the ERIC search and show your descriptors plus print out to your instructor. Evaluate your print out to determine if the abstracts are appropriate. If they are not, then re-examine your descriptors and select alternatives.	6.3.7.4.A Resource File 6.3.7.4.A Access to Activity 7.1.1.2.A ERIC request forms	Remember if your descriptors are too general you will gain little by using ERIC. Your goal is to obtain references specific to your topic. Descriptors which are too general yield a wide array of abstracts.

Competency Component: 6.3.7 To assist trainees in identifying the learner as a source of influence on curriculum development.

Behavioral Objective: 6.3.7.4 The trainee will be able to obtain feedback from the ERIC sequence on learning characteristics of exceptional children.

Activity No.	*Evaluation Criteria*
6.3.7.4.A	Check to be sure that the trainee has completed Activity 7.1.1.2.A on the use of ERIC before carrying out this activity. There are a number of descriptors which will result in the identification of information on learning characteristics of exceptional children. However, the following represent types of handicapped children, exceptional children, learning problems, special programs, types of exceptional children, perceptual problems, auditorial problems. A trainee may find that it will be necessary to initiate a search using a rather general descriptor and to review the printout screening the information that he desires. He should present to you the abstract as well as the printout of the information he has obtained.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

6.3.8: To assist the trainee in identifying and assembling supportive information pertaining to sources of influence on curriculum development.

Behavioral Objectives:

6.3.8.1: The trainee will be able to anticipate specific influences on curriculum development, given a hypothetical project and a set of descriptive data on a school program and community.

6.3.8.2: The trainee will be able to develop an activity designed to illustrate how curriculum projects are influenced by the community, values of staff, financial restraint, and learner variables.

Competency Component: 6.3.8 To assist the trainee in identifying and assembling supportive information pertaining to sources of influence on curriculum development.

Behavioral Objective: 6.3.8.1 The trainee will be able to anticipate specific influences on curriculum development, given a hypothetical project and a set of descriptive data on a school program and community.

Enabling Activities	*Resources*	*Comments*
6.3.8.1.A Resource File 6.3.8.1.A contains descriptive data on hypothetical elementary school attendance center. The file contains more information than necessary to complete this activity, thus you will need to determine which files in the data bank are more relevant to this assignment. Assume that an automobile assembly plant is to be constructed in an area adjacent to the attendance area. Since housing will be a problem, four large trailer courts are being planned within the Lincoln attendance center. It is assumed that the labor force needed will be comprised of approximately 1,000 workers. A large percent will be recruited from the inner city. The local director of special education has recommended that no special classes be established for mildly retarded children or children with learning disabilities. Instead, he recommended that for the coming year when the influx of students occurs that five resource teachers be employed to assist regular class teachers who may have students with learning problems.	6.3.8.1.A Resource File U.C.E.A. Lincoln Elementary School Data Bank	

Behavioral Objective *Continued:*

6.3.8.1.A (continued)

He also estimated that approximately 25 percent of the new students will be functioning below grade level. Part of his recommendation is that a committee of teachers headed by the curriculum consultant for exceptional children be appointed to develop supplemental teaching activities for the present math and reading curricula.

Your assignment is to list the kinds of pressures or influences which you feel would likely be exerted on your committee in this project. Where feasible relate your responses to specific content in the data bank.

Competency Component: 6.3.8 To assist the trainee in identifying and assembling supportive information pertaining to sources of influence on curriculum development.

Behavioral Objective: 6.3.8.1 The trainee will be able to anticipate specific influences on curriculum development, given a hypothetical project and a set of descriptive data on a school program and community.

Activity No.	*Evaluation Criteria*
6.3.8.1.A	The trainee is required to review the data bank on the Lincoln Elementary School which is part of the UCEA data bank. This information is much more comprehensive than necessary to complete the activity, however, this activity is being used as an opportunity to introduce them to the data bank as well as to carry out a specific assignment. Specifically the trainee is to identify the kinds of pressures which might be brought to bear on the committee that has been appointed according to the information provided in the activity description. Following is an example of the kinds of pressures which might be brought to bear on such a committee. In reviewing the suggestions by the trainee keep the following in mind as a frame of reference. 1. Pressure from parents of children currently enrolled in the schools to keep them together and not to dilute the curriculum. 2. Pressure by some members of the community to create a temporary school facility close to or as part of the trailer court. This might be an attempt primarily to segregate the children who will be moving into the community. 3. There may well be some pressure to create special classes. Such pressure might come from parents of middle class or upper middle class kids. This would be an attempt to preserve the assumed quality of the present educational program. 4. The committee might get some pressure to create additional classes using the resource teachers and do away with resource teaching concepts. The above pressures are somewhat global and extend beyond teaching activities. However, initially these will probably be the kinds of pressures which will surface even though the topic of concern pertains to supplemental teaching activities. Following are pressures specific to teaching activities which might occur.

Competency Component: 6.3.8 To assist the trainee in identifying and assembling supportive information pertaining to sources of influence on curriculum development.

Behavioral Objective: 6.3.8.1 The trainee will be able to anticipate specific influences on curriculum development, given a hypothetical project and a set of descriptive data on a school program and community.

Activity No.	*Evaluation Criteria*
6.3.8.1.A (continued)	1. Pressure to focus just on basic skills such as reading and arithmetic. 2. A push to purchase large quantities of commercially prepared programs. 3. Pressure may be brought on the committee to encourage the district to enter into some type of contract with outside firms to handle remedial aspects of the program. 4. There might be some pressure to get the committee merely to admit that it is an impossible task and to toss the problem back to the school board relative to appropriating additional funds for more teachers and smaller pupil-teacher ratios.

Competency Component: 6.3.8 To assist the trainee in identifying and assembling supportive information pertaining to sources of influence on curriculum development.

Behavioral Objective: 6.3.8.2 The trainee will be able to develop an activity designed to illustrate how curriculum projects are influenced by the community, values of staff, financial restraint, and learner variables.

Enabling Activities	*Resources*	*Comments*
6.3.8.2.A Design an activity according to the format used in this module which requires the trainee to illustrate how curriculum projects are influenced by the community values, finances, and learner variables. Also develop what resource files are necessary and the criteria which the trainee must satisfy to successfully complete the activity. Resource File 6.3.8.2.A contains the necessary forms.	6.3.8.2.A Resource File 6.3.8.2.A Module activity and instructor manual forms.	Keep in mind that a person like you will be carrying out the activity.

Competency Component: 6.3.8 To assist the trainee in identifying and assembling supportive information pertaining to sources of influence on curriculum development.

Behavioral Objective: 6.3.8.2 The trainee will be able to develop an activity designed to illustrate how curriculum projects are influenced by the community, values of staff, financial restraint, and learner variables.

Activity No.	*Evaluation Criteria*
6.3.8.2.A	This activity requires that the trainee design an activity to illustrate how curriculum projects are influenced by community values, finances, and other variables. He is to use the same procedures that have been used in designing this particular module. In other words he is to break the competency down into competency components, behavioral objectives, and then develop an activity. The form used for activities and criteria should be used. The concern should be as much for the consistency of the activity and objectives as for the content. However specific consideration should be given to the content. This is an opportunity to obtain feedback from the trainee regarding the successfulness of the module and how meaningful it has been to him at this point.